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ABSTRACT

This curriculum guide is aimed at Adult Basic Education (ABE) directors, teachers, paraprofessionals, and volunteers who are working in the local programs. Developed around adult performance level (APL) objectives, it provides teaching/learning activities and resources for helping adult learners develop basic skills and knowledge necessary to everyday life. It aims at learners with reading abilities from grades 0-8. The five knowledge areas covered are consumer economics, occupational knowledge, health, community resources, and law. The skill areas developed are communication skills (reading, writing, speaking, listening, and viewing); computation; problem solving; and interpersonal relations. Part 1 contains an explanation of how to use the guide, what the focuses of adult education include, understanding the adult learner, defining the learner's needs, scouting the community for learning materials, adapting the guide to ESL, and taking a closer look at the ABE program. Part 2 focuses on the five knowledge areas through performance objectives, suggested teaching/learning activities, suggested materials and resources, and vocabulary lists. Overall performance objectives, a professional bibliography, publishers' addresses, and a subject index are appended. (CT)

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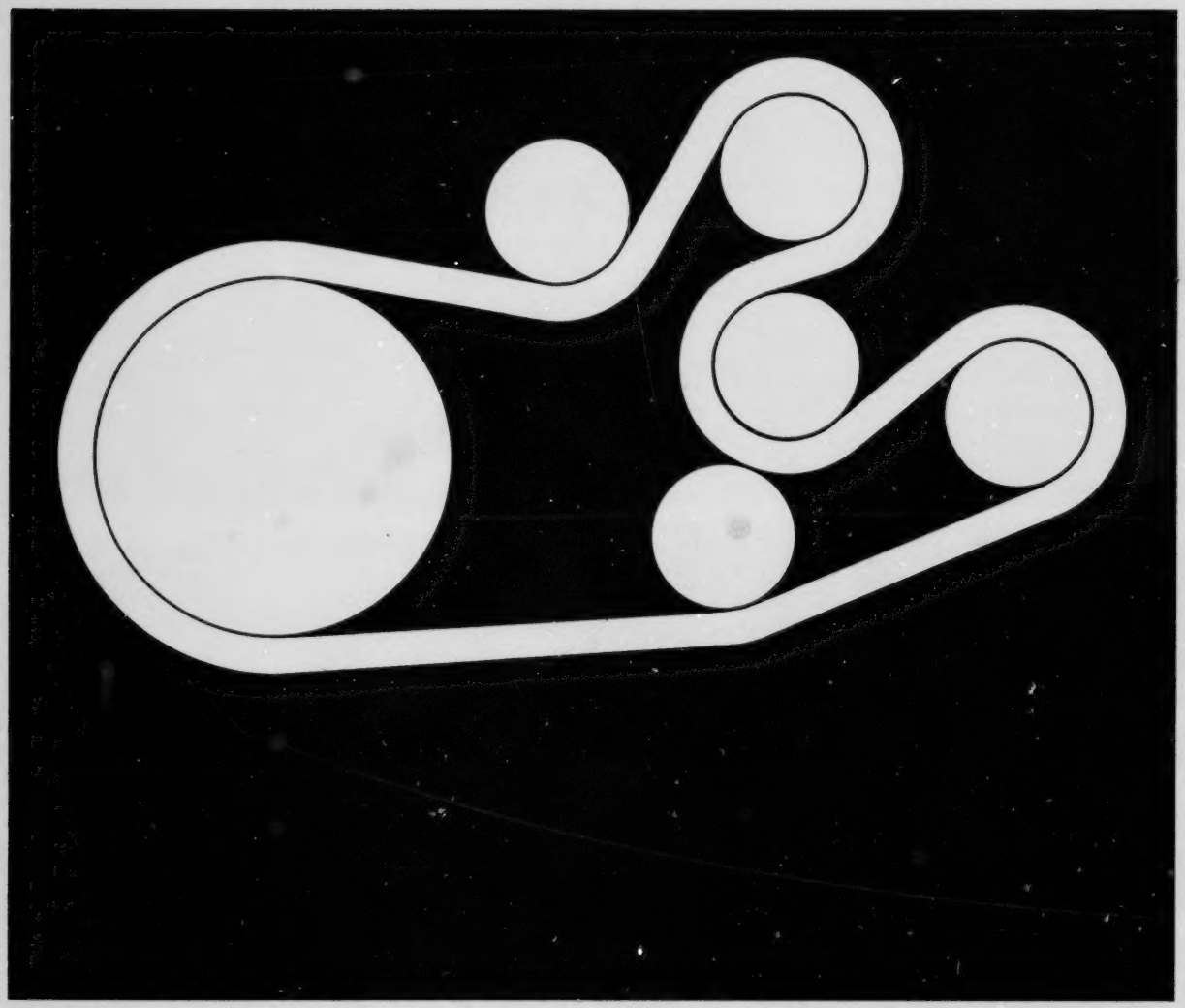

Learning for Everyday Living

Division of Adult and Community Education
Indiana Department of Public Instruction • Harold H.Negley, Superintendent

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Foreword

It is difficult for those of us who can read these words to know the deep feelings of frustration, embarrassment and often despair which are a part of the daily experience of adults who lack the basic skills of reading, writing and computation. Not only are these members of our society unable to function adequately as productive citizens, but they are also short-changed in terms of their personal growth and satisfaction in life. This is a situation which cannot be tolerated in today's society, and I have pledged my support to providing the leadership and resources required to rectify it. Those of you who have dedicated your efforts to helping adults develop the basic skills and knowledge which they lack will find that this guide focuses directly on the daily life needs of your students.

The terms competency-based education, coping skills and functional literacy have become familiar to educators during the past few years. The concepts embodied in these terms are particularly relevant to adult educators. Adult students must focus on those educational needs which will enable them immediately to function more competently in their daily affairs. The Adult Performance Level Study (APL) conducted by the University of Texas at Austin has defined these educational needs in a core of performance objectives which have received national recognition.

A competent committee of fellow adult educators, under the direction of our Division of Adult and Community Education, has developed this curriculum guide around the APL objectives, selecting and adapting them to meet the needs of adult students in Indiana. Indiana Adult Basic Education directors and teachers have long awaited a guide to help them in the development of their curriculum. I am pleased to be able to offer you this curriculum guide in the confidence that, as we continue to work together, we will succeed in offering greater opportunity for a richer life to the adults in our communities.

Harold H. Negley, Superintendent
Indiana Department of Public Instruction

Acknowledgements

This A.B.E. Curriculum Guide has been developed by a committee of Indiana adult educators from a variety of programs and perspectives. The committee members brought to the task a wealth of knowledge, experience, creativity and commitment. Countless hours were spent in planning, researching, writing, evaluating and rewriting the various drafts. It is with a deep sense of appreciation that the Department of Public Instruction recognizes the contributions of these persons.

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How To Use The Guide

Who is it for?

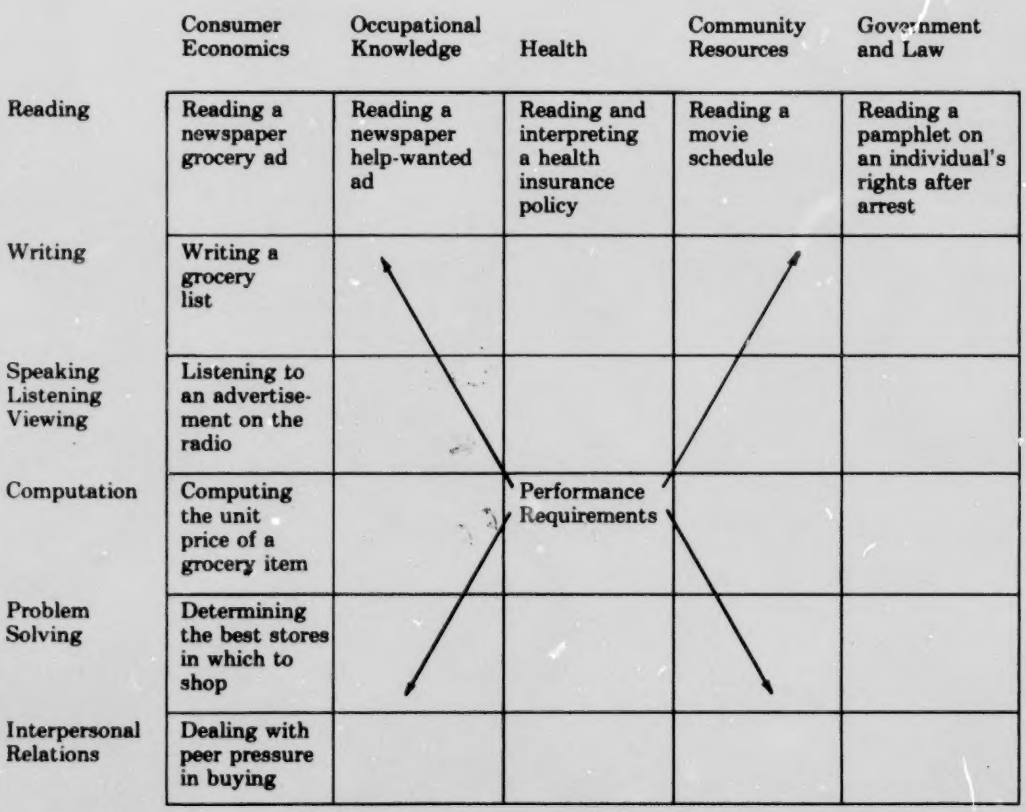
This guide will be helpful to Adult Basic Education directors, teachers, paraprofessionals and volunteers who are working in the local programs.

What is its purpose?

It is designed to provide you with suggested teaching/learning activities and resources for helping adult learners develop the basic skills and knowledge they need for coping with their daily lives. It is aimed specifically at those learners who would be considered as Level 1 in the new A. B. E. classification system. (Level 1 in the new classification is comparable to reading grade level 0-8. In order to continue to distinguish between the former Level 1 and Level 2 students and materials we will use the terms Phase 1 and Phase 2 of Level 1. Phase 1 = reading grade level 0-4; Phase 2 = reading grade level 5-8.)

What is its focus?

This guide was designed around the Adult Performance Level (APL) model developed at the University of Texas at Austin. The APL project classified the general knowledge that adults use in their daily lives into five areas. These are the areas of consumer economics, occupational knowledge, health, community resources and government and law. The project identified the basic skills that adults use as the following: the communication skills (reading, writing, speaking, listening and viewing); skills in computation; problem solving and interpersonal relations. The following diagram (Figure 1.) illustrates how we apply these skills in obtaining and using information from these general knowledge areas. It also indicates how we develop these skills in the process of obtaining and using this information.



The APL Model of Functional Competency

How does the guide accomplish its purpose?

This is a resource book of suggested guidelines rather than a comprehensive course of study. The basic educational needs of adult learners are outlined in terms of performance objectives. To aid the learners in developing the skills and knowledge they need in order to perform each of these objectives, there are a number of suggested teaching/learning activities and appropriate materials and resources for completing these activities. The key to using these guidelines is your imagination, flexibility and sensitivity to the learners' needs.

How is the guide set up?

Part I of the guide contains articles to help you prepare to use the guide with adult learners. Part II contains the basic guidelines for your work with the learners in establishing their objectives and designing their learning activities in each of the five general knowledge areas. The appendix contains several items which will help you in using the guide and in planning the adults' learning programs:

"Performance Objectives" — provides you with the complete listing of all of the objectives covered in the guide.

"Report Forms" — explains the recommended forms for keeping basic data on your students. This includes daily progress records and the specific information needed for reports.

"Professional Bibliography" — lists selected resources for your continued professional development.

"Publishers' Addresses" — enables you to locate any of the publishers whose materials are mentioned in the guide.

"Subject Index" — aids you in locating the objectives which deal with any of a wide variety of subjects.

How are the five General Knowledge Areas outlined?

Each General Knowledge Area in Part II starts with an overall goal statement. This goal is broken down into a number of performance objectives, which are statements of the kinds of things an adult may need to be able to do in daily life. Each performance objective is outlined as follows:

Skills Objectives This section is primarily to help you identify some of the skills and subskills the adult learner may need to work on in order to complete a performance objective. The basic skills covered are reading, writing, speaking, listening, viewing, interpersonal relations, problem solving and computation. In each case, only those skills which seem necessary to the performance of the objective are outlined.

The skills objective defines the skill in terms of how the learner will use it. The subskills further specify the kinds of things the learner needs to be able to do in relation to the skills objective. For example, one reading skills objective states: "The adult learner reads abbreviations, order forms and descriptions of items from catalogs." The subskills indicate that, in order to be able to do this, the learner must develop the necessary vocabulary, learn how to follow directions, learn to locate information on charts and tables, recognize symbols and abbreviations and note details. As you read through the skills objectives and subskills of writing, speaking, listening and viewing, problem solving, interpersonal relations and computation, you will develop a clearer understanding of how these are handled.

As you work with students on these objectives, you may identify additional skills and subskills which are necessary to accomplish the objective.

Suggested Teaching/Learning Activities These are suggested activities to help the adult learner develop the skills and knowledge identified in the skills objectives. They have been put in a suggested order according to a developmental sequence. You will want to adapt them, change their order, omit some and add others to meet the learning needs of your students. Some students will need more work on developing certain skills and less on others. Some of the activities will be difficult to carry out in your particular situation. These suggested activities will give you some ideas about the kinds of things that you can include in a teaching/learning plan.

The key to the letter code preceding each activity number is:

R	=	Reading	IPR	=	Interpersonal Relations
W	=	Writing	PS	=	Problem Solving
SLV	=	Speaking, Listening, Viewing	C	=	Computation

Suggested Materials and Resources A basic core of materials and resources is numbered to correspond to the suggested teaching/learning activities. After some materials, you will find, in parentheses, Phase 1, Phase 2 or teacher resource. This indicates the approximate reading level for which it is appropriate. As you identify materials that you have on hand which are appropriate for these learning activities, you will want to make note of these in the guide. At times, you will have to prepare your own materials or adapt some of those suggested to a lower reading level.

Vocabulary and Spelling Lists At the end of each general knowledge section, there are basic words for the development of the communication skills. You may use them in assessing the learner's ability and in selecting or preparing learning activities.

Additional Materials and Resources At the end of each general knowledge section, there is a list of additional materials and resources. They are listed alphabetically by title. The numbers of those performance objectives for which each material is most appropriate are listed in the left-hand column.

How does it work in the program?

The adult learner will likely come to you with an expressed desire to improve personal ability in reading or math — but why does this person need this skill? Answers to this question will vary from person to person. For some, the purpose may be to improve job hunting skills or to get a better job. Others may want to be able to do the grocery shopping or get a driver's license. The learner's goals will give direction to the types of learning experiences on which you will focus. Help the learner define a goal in practical terms. Then you can turn to the general knowledge area in the guide which deals with that goal and select the specific objectives on which it is most appropriate to start working. You may see a need to add to the objectives in this guide or adapt them in order to meet the adult learner's specific needs. Before you can complete this step of establishing the learner's objectives, you will have to know what basic skills he/she already possesses, particularly in reading and computation. This matter is discussed in the article on page 9 , "Defining Learner Needs."

After assessing the learner's skill level, you will be prepared to begin planning learning activities. The assessment will require a definition of the learner's present level of ability in those skills. Together with the adult learner, you will decide what skills need to be worked on under the objective(s). Suggested Teaching/Learning Activities and the Suggested Materials and Resources sections will help you plan appropriate learning activities.

As the learner works through the initial objectives selected, new areas of interest or need may be identified. Other general knowledge areas in the guide will then become resources for you in helping the individual outline further learning experiences. As the learner's skills improve, you will be able to plan activities and materials that make use of this higher level of skills.

The time required for an individual learner to work through a general knowledge area (if that is what is desired) or to complete a specific performance objective is dependent on the nature of the objective, the goals which the individual has set, the learner's own abilities, the time which one can give to the learning process and your ability to facilitate the learning experience. There is no way that one can provide a specific timetable for all learners in this process. The key is openness and flexibility to meet the real life needs of the adult learner.

How does the guide relate to G.E.D. and A.S.E.?

Many adults come to the learning center stating that they want to get a high school diploma. The two most common routes available to them are to take the General Educational Development (G.E.D.) test or to enroll in the adult secondary education (A.S.E.) program. The G.E.D. is a five-part examination, administered on a nationwide basis, which tests the adults on their general knowledge of English, literature, math, science and social studies. Many adult programs have provisions for helping adults

prepare for these tests. The A.S.E. program is based on the traditional high school curriculum and provides opportunity for adults to complete the required courses for earning a high school diploma.

The initial assessment of the adult's basic skills will indicate whether the individual is able to handle high school level (Level 2 in the new A. B. E. classification) materials. If the high school diploma is indicated as a goal and the learner is ready for this level, then you should counsel the individual in that direction. Many adults, however, will lack the basic reading and math skills necessary for handling this level of material. This guide is a resource for you to help them develop those skills with materials that relate specifically to their daily lives.

It will be necessary to help the adult see the desire for a high school diploma as a long-range goal and basic skills development as an intermediate or enabling goal. As the individual reaches that level of skills development where high school level materials can be utilized, your task will be to provide the necessary guidance to move in that direction.

Several states are already offering adults the option of completing the requirements for a high school diploma through the mastery of the very type of content outlined in this guide. Hopefully, we will be able to offer adults in our state this kind of option in the near future.

Getting A focus On Adult Education

In attempting to determine the philosophical basis for adult education, it is vital and necessary to understand the adult. Many adult learners have not been able to acquire the skills and competencies necessary to solve the problems of daily living. However, each adult learner brings to the classroom an abundance of personal experiences and abilities. It is a challenge to the teacher to build learning experiences on the wide variety of life experiences which are brought together by these learners.

Adult education should be an organized means available to each learner for developing competencies which will not only help them to survive by meeting specific goals, but which are realistically related to their daily living problems and needs. The aim of adult education should not be to convert anyone to (or away from) a particular way of life, but to provide an environment for learning by organizing materials around the major concerns of human interest and needs. It is important that each adult learner participate in setting personal goals and expectancies. Learning develops as a consequence of satisfaction and rewards. Progress in learning should be confirmed by successes. The crucial point in adult education is that the learner sees that progress is being made in reaching goals.

It is usually considered that teaching and learning are two inseparable parts of a process, opposite sides of the same coin. Educators have recognized that learning is an active rather than a passive process for all ages. Adult learners reach out and stretch themselves to relate new experiences to previous ones. Individuals reorganize their thinking and express or unfold what is latent within themselves. Thus adults are aided in their lifelong process of growing, changing, modifying painful or exhilarating experiences by the process we call learning. The objective is to provide the climate and the atmosphere in which this teaching/learning can be promoted for lifelong development.

Understanding The Adult Learner

Upon entering the classroom, the beginning adult education teacher soon recognizes the characteristics of adult learners. One of the more obvious is the age and maturity of the students. The learning characteristics of adults require the teacher to make rapid and appropriate adjustments in methods, techniques and general approach.

Adult learners attend classes because they want to, not because there is a state law that requires their attendance. Motivated adults come to class because of an educational need. Each has a general idea of what that need is and a desire to meet it quickly. One of the initial tasks of the teacher is to further analyze the student's expressed needs in order to plan specific educational experiences which address those needs. The teacher will want to get to know the students and obtain information about individual educational backgrounds, home surroundings and occupations, as well as personal hopes and aspirations. Sincerity and a genuine interest in students is probably the greatest asset of an adult education teacher.

Adult learners have little time to waste because of numerous family, employment and personal reasons. They come with an impelling compulsion to learn as much as possible and to get on with the business of using their newly acquired skills. The teacher can help by breaking the subject matter into smaller units to give the student a sense of accomplishment. Secondly, learning experiences should be practical. Unessential and excessive theoretical preliminaries can be eliminated. Thirdly, a good teacher will provide variety in approaches to teaching. Change in method stimulates interest and encourages student participation.

Adult learners are keenly sensitive to failure. Many may be in an A. B. E. class because of some academic frustration in childhood. They view their new attempt with an apprehension and insecurity which only a sincerely warm, patient and sympathetic instructor can dispel. Adult learners must be treated with dignity and respect. Praise and encouragement should be frequent and lavish.

This guide is written from the point of view that your students are adults. They come to you with a wealth of experience and ability. It is important that they take an active role in developing their own learning programs. It is necessary that their learning activities be built on their own life experiences and abilities. Your role as teacher becomes that of a facilitator of learning. Your task is to help them identify needs, assess abilities, establish goals and objectives, plan learning activities, select the appropriate materials and resources, work through the learning activities and assess what has been learned and where each is going from there.

Adult learners may come to the learning center with two handicaps. They may have a physical handicap (poor eyesight, hearing problem, arthritis), or they may have difficulty with learning. Concentration on learning may be impaired because of personal problems at home, at work or with the everyday task of surviving. The adult teacher must be understanding and sympathetic to such sensitive areas, often serving as counselor for the adult learners.

The adult teacher sets the mood and example by being willing to learn from the students. Teachers of adult learners should also keep informed on the advances in adult pedagogy, as well as the strengths and weaknesses in materials and texts. They should make a sincere effort to read professional journals for the wealth of information they contain. Attendance at meetings, symposiums, workshops and courses dealing with adult education are valuable for continuing professional improvement. Teachers should participate in professional adult education organizations in order to share ideas and concerns on the betterment of adult education.

It is a great responsibility, preparing a student for life, but few other callings provide as much personal satisfaction as helping others acquire the skills with which to lead a happier, more useful existence.

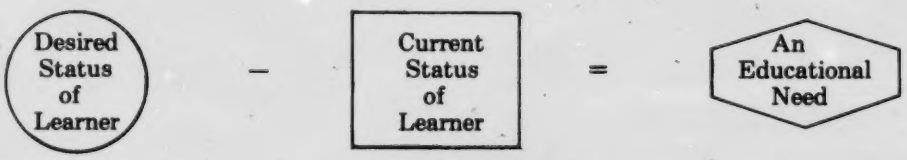
Defining Learner Needs

For example, the learner may want to improve reading skills. The teacher must find out what specific use the individual plans to make of improved reading skills. This purpose will determine the level and types of subskills which the learner must develop in order to achieve personal goals. Through informal reading inventories, the teacher will help the learner assess personal reading status. The difference between present reading status and desired reading status represents the immediate educational need. The adult learner's current status and desired status in writing, speaking, listening, viewing, computation, problem solving and interpersonal relations will also need to be identified.

There is a variety of diagnostic tools that may be used in the process of assessing the learner's level of skills and knowledge. Many of the types of informal assessments which teachers are already using in daily work with students will be valuable in this process. Notation of the adult's ability to perform tasks within learning experiences will also be helpful. Formal measuring of adult coping skills is possible with paper and pencil tests such as the APL Survey published by the American College Testing Program and the Everyday Skills Test published by California Test Bureau of McGraw-Hill Publishing Company.

Once the adult learner has defined personal educational needs, the curriculum guide can be used to select specific objectives which are directly related to those educational needs. Each objective has suggested teaching/learning activities and resources already outlined to help you plan a program to fit the learner's specific needs. The teacher's responsibility of helping the learner assess progress and redefine educational needs will develop out of the progress through the objectives with which the individual works.

Adult learners bring many needs with them to the learning center. Although these needs are not all educational in nature, they may hinder learning if they are not satisfied. The teacher will be able to help adult students with some of these needs but will not be prepared to deal with all of them. It is important that the teacher develop a keen sense of personal limitations. Other resource persons and agencies in the community will be of value to adult learners. One of the important services which the teacher can provide for students is to become acquainted with these resources and be able to encourage adult learners to take advantage of them.



When the adult learner enrolls in the adult basic education program, one of the most important responsibilities that the teacher has is helping the adult learner define individual needs. Why has the learner come? What does the individual hope to achieve? Where must the individual begin? The teacher's attitude must convey to the adult learner that adult learners are in control of the decisions which affect their own learning. The program is fortunate if it has a trained counselor to help the learner begin this process. In most adult basic education programs, the teacher must take responsibility for counseling, because a counselor is not available to the program.

As a facilitator of learning, the teacher helps the learner define and set priorities for personal learning needs. The adult learner's program is developed from this assessment. The process of defining learner needs is not an activity which is done once and for all. Rather, ongoing reassessment of learner progress and redefinition of learner needs is required throughout the time that the learner participates in the program.

The learner's need may be defined as the difference between where one would like to be and where one is presently in the learning process.

In summary, to facilitate the learner's process of defining and meeting individual needs, the teacher should be:

1. Sensitive and responsive to the adult learner's needs;
2. Familiar with the A. B. E. program and what it can offer (including this curriculum guide);
3. Able to develop useful techniques for needs assessment and educational counseling;
4. Careful to maintain up-to-date records on each student, including diagnosed needs, academic progress, test results, interview notes, personal history, etc.;
5. Familiar with steps involved in assisting the adult learner to enter the work force;
6. Aware of other resources and agencies to which students can be referred for help; and
7. Aware of professional journals and literature which will improve the skills of an A. B. E. teacher and counselor.

Scouting The Community For Learning Materials

The teacher who is implementing coping skills concepts often has difficulty finding appropriate teaching resources. This article provides suggestions for both the collection and development of materials for implementing the performance objectives.

Materials with which the adult comes into contact in the community are often the most helpful in teaching coping skills. Banking forms (deposit slips, checks, loan applications) are easy to obtain. Many banks offer free pamphlets concerning money and credit. Better Business Bureaus offer a wide range of pamphlets on business topics. Your Legal Aid or Legal Services Organization may offer free or inexpensive booklets about legal rights. Many organizations publish materials which describe their services and qualification criteria. State agencies offer booklets and pamphlets in the content areas which they serve.

County extension agents have free and inexpensive material covering a wide range of topics, from nutrition to food packaging to when stores have sales. One visit to a local extension office will yield a tremendous volume of useable material, as well as suggestions for use.

Magazines provide a wealth of articles related to coping skills — especially magazines which can be purchased at the supermarket checkout counter. These articles would be useful in teaching the areas of Health, Consumer Economics and Community Resources.

One of the best moves an adult teacher can make is to get on the mailing lists of the Superintendent of Documents (Washington, D.C. 20402) and Consumer Information (Pueblo, Colorado 81009). These two offices will send you periodic bulletins listing available published material which is either free or inexpensive.

Even profit-making organizations often publish free or inexpensive material useful for teaching in coping skills areas. S & H Green Stamp Company has low-cost kits on comparison shopping and budgeting. Proctor and Gamble offers free filmstrip/cassette tape packages on advertising, comparison shopping, child care, etc. Household Finance Corporation's Money Management Institute, Credit Union National Association (CUNA) and the Institute of Life Insurance offer booklets on money and credit topics.

As a coping skills teacher, you should constantly be on the lookout for materials. You will discover materials in all kinds of places, from the supermarket to the gas station to your local pizzeria. The newspaper is one resource you should never neglect. It contains rich resources of teaching materials for: (1) consumer economics (grocery ads, sale ads, money management tips, coupons); (2) occupational knowledge (help wanted ads); (3) health (recipes, nutrition articles, tips on dieting and child care); (4) community resources (free concerts, what's on at the movies, what the local Lions Club is doing, travel and school information); and (5) government and law (the latest Supreme Court decision on individual rights, income tax information, samples of ballots). You should be able to find at least one teaching resource in the newspaper every day.

The reading level of materials used in A. B. E. classes is a problem. Often the content is useful, but the reading level is far too high. You will need to adapt these materials to make them useful for instruction. In attempting to lower the reading level of a material, keep two main variables in mind: (1) the number of syllables in words (the fewer the syllables in a word, generally, the easier it is to read); and (2) sentence length. One- and two-syllable words in short sentences without subjunctive clauses constitute materials with low reading levels. Other ways to help basic readers are to include illustrations and diagrams, adequate spacing (the smaller and closer together the type, the more difficult to read) and short passages or paragraphs. A quick and accurate way to assess the readability level of your materials is with the Fry Readability Scale. You may want to record the passage on cassette tape, to make a "read-along" material.

Involving the learner directly in the content is another way to increase comprehension. For instance, by providing learners with actual statements, cancelled checks and check registers so that they can do the calculations, the exercise of balancing a checkbook will become more relevant. Another way of making materials more useful to the low level reader might be preliminary vocabulary work.

Although math adaptation is a difficult job, adult educators have at least one advantage: our adult students already have internalized many of the mathematical concepts (e.g., that our money system is based on 10's when teaching manipulation of decimal figures). The higher the associative value of a material, the quicker it is learned. Therefore, using everyday materials to teach skills makes sense for adults.

Resource people often are a great help in teaching the performance objectives in the adult classroom. These people can come from many vocations (and avocations) and are an ideal source for the initial transmission of information which can then be discussed. Don't neglect the resource people who are in your classroom. The A. B. E. student who is a mechanic or a grocery store clerk has a wealth of information to tap when teaching coping skills.

One way of practicing newly found skills which apply to the general knowledge areas is to use problem situations. Sample budgets may be developed from hypothetical income figures. Specific job qualifications may be used to determine which job to apply for. Such activities may involve reading, writing, speaking, listening, viewing and computation, as well as the interpersonal relations and the ~~problem-solving process~~.

problem solving process. Students are thus developing coping skills information which can be applied to their own lives.

One way of organizing learning materials is by means of activity packets. The container can be a brown accordion folder or loose leaf notebook (envelopes could be punched with three-ring holes to hold loose tapes or manipulative devices). These packets could be organized and color coded for different levels of learners. They also could be organized around performance objective numbers (a packet for CR-5) or around topics (a packet for learning to buy food economically). As reference materials are gathered for the activities in the curriculum guide, they could be coded by objective, activity and level. Instruction cards could be inserted, so that the learner could progress with minimal teacher supervision. The learner should check with the teacher for periodic progress evaluation or when problems arise.

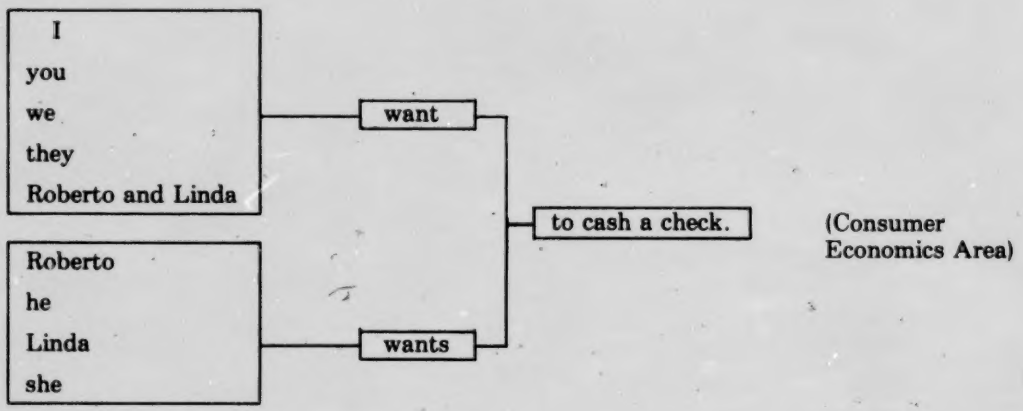
These are only a few of the ways that the Adult Performance Level objectives can be taught. As a teacher of coping skills, life education, APL concepts or whatever you choose to call it, your own creativity and innovation will be extremely important. Use your creativity to its fullest, and you will find your adult classroom or learning center filled to capacity.

Adapting The Guide To ESL

The activities included in this curriculum guide are intended for use in the Adult Basic Education classroom. Many A.B.E. teachers are also involved in teaching English as a Second Language (ESL) to nonnative speakers. These ESL teachers will need to adapt the guide's activities to include teaching the *meaning* of English words and phrases as well as the skills and knowledge areas.

The purpose of ESL programs should be to assist adults in becoming literate in an English-speaking society. This guide is developed on the philosophy that functionally competent adults are able to cope, to adapt and to modify their economic and social environment in order to best meet their own needs. To be able to do this, facility in the English language is obviously required and important. However, to teach ESL in a functional competency context, we must use coping skills content.

Different approaches to teaching ESL can be adapted to coping skills content. If the audio-lingual approach is in use, the dialogues, reinforcement drills and substitution drills can easily be utilized. An example in teaching verb forms might be:



Dialogues, too, are easy to construct in the content areas. Here is an example for the general knowledge area of Consumer Economics:

Bank teller: "May I help you?"

Sally: "I want to open a savings account."

Bank teller: "Just fill out these cards and sign them."

Sally: (hands completed cards to the teller) "Here are the cards."

Bank teller: "How much do you want to deposit?"

Sally: "Fifty dollars."

Both dialogues and drills can be taught by repetition, and dialogues can also be implemented by role-playing. In higher level ESL classes, dialogues can be written by students, corrected and approved by the teacher and then used in the classroom or group setting. Tape recording these dialogues would be useful for an individual setting. The topics for the dialogues could be gleaned from an informal needs assessment.

If response sequences and conversation sequences are used in a situational reinforcement approach, these can easily be adapted. An example of a typical response sequence might be:

1. What is this?
   This is a check.
2. When do you use a check?
   You use a check to get money or to buy something.
3. Who can use checks?
   You can use checks if you have money in a checking account.

Actual sample items are important in the ESL classroom, so checks, check registers, checkbooks, deposit slips and any other pertinent forms could be collected and kept in a packet on "Checking Accounts."

Adapting these principles to the curriculum guide will require teacher review of the unit at some time prior to teaching. For example, if the ESL teacher plans to adapt the activities from CE-1, it will be necessary to make up drills on coins and currency, have examples of them, perhaps make up Language Master cards with pronounced and written terms (and illustrations and photographs as well) and formulate dialogues or response sequences on them. A bulletin board displaying the topic might be an appropriate teaching material to use in a class or small group. After the ESL student is familiar with the vocabulary and its value, the new knowledge could be used to perform everyday tasks (making change, counting out the correct amount of money for a grocery store bill, etc.).

This curriculum guide also provides both core and supplementary materials suggestions for the A. B. E. teacher. Unfortunately, ESL materials which incorporate concepts consistent with a functional description of literacy are few and far between, but some do exist. Some of these are:

Vital English, Parts I and II, by Nancy Donahue and Barbara Zunich. Available from the La Puente Valley Adult School, La Puente, CA.

Orientation in American English, by Eugene J. Hall and Sandra Costeinett. Produced by Institute of Modern Languages, 2622 Pittman Drive, Silver Spring, MD 20910. This series emphasizes the situational reinforcement method previously described. The teacher's manual contains a placement instrument.

Teaching English As A Second Language. Published by the Texas Education Agency, Adult and Continuing Education, 708 Brazos, Austin, TX 78701. This guide contains suggested lessons for ESL teachers on family life, home economics, employment, community, government and health. Free.

English Lessons for Adults: A Basic Education Course, by Jewel Varnado and Philip Gearing. Published by Harcourt Brace Jovanovich, Inc., New York, NY. This is a series of three sequential workbooks which could be used in an ESL class, although it is not specifically written for ESL. The workbooks are designed to equip beginning level adult learners with the rudimentary English skills needed to obtain a job or acquire a better one. Each workbook provides basic reading, spelling, vocabulary and composition skill exercises.

Inglés Para Sobrevivir. Published by Latin American Family Education Program, 640 Jefferson Street, Gary, IN 46402. This is a series of three manuals for use with Spanish-speaking adults. The manuals are marked according to level (Book I is beginning level) and contain grammatical exercises, dialogues, practice exercises, vocabulary and situations in a coping skills context. All the material is objectives-based. Notes for clarification are provided in Spanish. This is an excellent ESL resource which covers all of the APL general knowledge areas and most of the performance objectives.

Survival Guide. Published by Latin American Family Education Program. This is a teacher's guide which correlates with the information in *Inglés Para Sobreviver*.

Teaching of ESL requires adaptation of both tried and true methods (dialogues, pattern practice, role playing) and materials (drill sheets, games, photographs, flash cards) to the concepts inherent in functional literacy. Through this teaching, the ESL student will not only learn the English language but will also become literate in an English-speaking society.

Taking A Closer Look At The A.B.E. Program

All of us are aware that students learn best when their learning is based on needs they have expressed. Activities may then be developed which make use of and extend the learners' present skills. The focus of this curriculum guide is on the development of adult learning experiences based on their everyday needs.

To find out how well the learning needs of students are being met, each local Adult Basic Education staff must take a careful look at its program. Common sense and a desire to meet students' needs may be the starting point. The local Adult Basic Education staff does not have to have special know-how in evaluation methods to begin thinking about the program. However, staff members must have a clear understanding of what information they are looking for and must be able to put it in writing as an organizational plan. Once staff members have pinpointed what they are looking for, they will have made significant progress in the evaluation process. For example, a staff may want to evaluate how well a small group method is meeting the needs of students. A starter list of questions could include the following:

1. How were students helped to move toward the achievement of their objectives within the small group setting?
2. What specifically was accomplished?
3. Were there certain types of students who benefited more than others through the use of this method?
4. How does the effectiveness of this method compare with that of other methods we have used?
5. What types of changes might be made to improve on the use of this method?

Answers to such questions may be obtained from students through informal observations, discussions with students, questionnaires, check lists and many other methods. Informal observation of the learners' reactions, questions and comments can often provide more valuable information than would be provided by formal data collection.

Responsiveness to student reactions to the program will be of great value. This is made possible as the local staff members increase their powers of observation and listen to what is being indicated about the program. The staff should help the learners see that their feedback is valued and is used to make decisions regarding the program. A decision must be made on the information that should be obtained and the methods best suited to obtaining each type.

It is important to keep records of the information procured. This should be done on a regular basis throughout the program. Much of the information which is already being collected will be of use in evaluating the program. The staff can restructure the program at each stage of its development as the data reflects a need for modification.

Total program worth is dependent on ongoing consideration of program elements. The original goals stated at the start of the program will need to be reviewed to determine which should be kept, changed or dropped. The staff should also make note of the side effects of a program. Such results may be as important if not more important than the goals which were listed at the start of the program.

The extent to which learners have been able to improve their skills in areas of importance to them will help the staff decide on the suitability of teaching methods, materials and other program elements. The examination of these elements may also help the staff identify the areas where further training is needed to better serve the learners.

As educators, a critical part of our task is to take a hard look at what we are doing. Do we make a difference? How much of one? How do we know? Can we improve? Without asking these types of questions and attempting to answer them, our task is incomplete, and the learners' needs will not be met to the extent that they should be.

Consumer Economics

Goal: **To manage a family economy and to demonstrate an awareness of sound purchasing principles.**

Consumer Economics

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PERFORMANCE OBJECTIVE: To be able to count and convert currency.

SKILLS OBJECTIVES

Reading
The adult learner reads tables and mathematical symbols and abbreviations used in our monetary system.
- Develops vocabulary
- Recognizes symbols and abbreviations
- Identifies monetary units
- Notes details
- Interprets charts, graphs and tables

Writing
The adult learner writes basic money amounts and equivalents.
- Charts money equivalents

Speaking, Listening, Viewing
The adult learner views and names the various coins and bills used in our monetary system.
- Organizes information
- Presents information

Interpersonal Relations
The adult learner interacts with others while making change.

Computation
The adult learner solves problems related to conversion of money.
- Combines different coins/currency to arrive at a given total
- Makes change

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

R 1. . . . reads the numbers and words on coins and currency for counting.

W 2. . . . writes numerical symbols and their word equivalents.

R 3. . . . reads different kinds of cash register receipts.

C 4. . . . counts and does calculations involved in making change in various situations.

IPR 5. . . . interacts (role playing) in making change.

SLV 6. . . . examines different coins and bills and learns to name them.

R 7. . . . reads the words and abbreviations for various amounts of money.

C 8. . . . indicates amounts of money needed for the purchase of household needs.

SUGGESTED MATERIALS AND RESOURCES

1. Actual coins and currency

   Coins and Currency (booklet), Counting Your Money Series, Frank E. Richards Publishing Company (Phase 1)

2. Teacher-made worksheets

3. Cash register receipts from several stores

4. Actual coins and currency

   Coins and Currency (booklet), Counting Your Money Series, Frank E. Richards Publishing Company (Phase 1)

   Steps to Mathematics (book), Steck-Vaughn Company (Phase 1)

5-6. Actual coins and currency

7. Teacher-made worksheet containing the words, abbreviations and symbols concerning money amounts

8. Sales ads, catalogs, flyers, etc.

PERFORMANCE OBJECTIVE: To be able to convert weights and measures using measurement tables and mathematical operations (including metric).

SKILLS OBJECTIVES

Reading
The adult learner reads tables, measurement devices, mathematical symbols and abbreviations used in various measurement and weight calculations.
- Develops vocabulary
- Recognizes symbols and abbreviations
- Identifies units of measure
- Notes details
- Interprets charts, graphs and tables

Writing
The adult learner writes measurement and weight units and their abbreviations.
- Makes notes

Speaking, Listening, Viewing
The adult learner becomes aware, through discussion, of the various measures and weights used in everyday life.
- Organizes information
- Interprets ideas
- Presents information
- Clarifies issues

Interpersonal Relations
The adult learner interacts with others on the uses of weights and measures in everyday living.

Computation
The adult learner solves problems related to measurement conversion.
- Converts different measurements by using a table
- Uses various types of measuring devices to determine various measurements

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

W 1. . . . writes numerical symbols and their word equivalents.

R 2. . . . reads different kinds of labels describing content amounts.

C 3. . . . does calculations involved in weights and measures.

IPR 4. . . . interacts (role playing) in use of weights and measures.

R 5. . . . reads the words, abbreviations and symbols for weights and measures.

SLV 6. . . . discusses, views and manipulates different weights and measures and discusses how weights and measures are used in daily life.

C 7. . . . converts weights and measures (e.g., inches to feet, grams to kilograms, ounces to pounds) or uses conversion tables.

C 8. . . . calculates surface areas, distance, weights, volume and time.

C 9. . . . uses household utensils in measuring.

W/C 10. . . . uses a recipe and doubles or halves contents to serve a given number of people.

SUGGESTED MATERIALS AND RESOURCES

1. Teacher-made worksheets
2. Collection of labels from food and household products
3. Teacher-made worksheets
4. No special materials needed
5. Teacher-made worksheet containing the words, abbreviations and symbols concerning weights and measures
6. Weight units of ounces, pounds and a scale; weight units of grams, kilograms and a scale; ruler, yardstick, meterstick
7. See #6 above
8. *Hexagon Book*, *Heptagon Book* and *Refresher Book* (worktexts), Working With Numbers Series, Steck-Vaughn Company (Phase 2)

   Be Informed on Using Measurements (study unit), Be Informed Series, New Readers Press (Phase 2)

   Think Metric (worktext), Southwestern Publishing Company (Phase 2)
9. Set of measuring cups and measuring spoons
10. Cookbook or file of recipes

PERFORMANCE OBJECTIVE: To understand sales and income taxes and to complete the necessary forms.

SKILLS OBJECTIVES

Reading
The adult learner reads materials dealing with sales and income tax.
- Develops vocabulary and spelling
- Notes detail
- Follows directions
- Uses references
- Locates information on tax tables

Writing
The adult learner writes sales and income tax information.
- Makes a list
- Writes letters

Speaking, Listening, Viewing
The adult learner discusses the purposes of sales and income taxes and what items are taxable.
- Presents information
- Seeks information
- Interprets ideas
- Clarifies issues

Problem Solving
The adult learner decides which income tax forms are the best for him/her and where to obtain them.
- Identifies problem
- Obtains information
- Examines alternatives
- Determines plan of action

Interpersonal Relations
The adult learner relates to personnel whose job it is to offer tax assistance.
- Interacts with others

Computation
The adult learner does the computations necessary when dealing with sales and income taxes.
- Adds
- Subtracts
- Multiplies

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

Sales Tax

R 1. . . . reads vocabulary which deals with sales tax.

R 2. . . . reads available materials on sales tax.

SLV 3. . . . discuss sales tax: Why? What is it used for? What items are taxable?

W/C 4. . . . makes up a list of items being considered for purchase, gets prices, then computes sales tax arithmetically or by a sales tax table.

Income Tax

SLV 1. . . . discusses with a resource person why income tax is necessary and how it is used.

W 2. . . . uses income tax vocabulary in sentences.

R 3. . . . reads available materials on income tax.

SLV 4. . . . discusses the kinds of forms required for filing income tax and qualifications for each form.

PS 5. . . . examines various tax reporting forms and decides which is best for personal use.

SLV 6. . . . discusses deductible items and which form to use for listing deductions.

W 7. . . . lists the kinds of records which should be kept for completing income tax forms.

R/C 8. . . . uses tax tables to locate and compute taxable income.

W/C 9. . . . completes the form(s) selected.

SLV 10. . . . discusses where to go for help.

IPR 11. . . . simulates contacting IRS office to clarify information required in completing tax forms.

W 12. . . . writes a letter of inquiry or explanation to IRS.

R 13. . . . locates (e.g., public library) and uses resource books providing income tax information.

SUGGESTED MATERIALS AND RESOURCES

Sales Tax

1. Teacher-made flash cards: see Tax word list at the end of this section

2-3. *Be Informed on Taxes* (study unit), Be Informed Series, New Readers Press (Phase 2)

4. Free sales tax tables may be available from your local bank

Income Tax

1. *Understanding Taxes* (pamphlet), Internal Revenue Service, free

2. Teacher-made flash cards: see Tax word list at the end of this section

   See also 1040 and 1040-A forms, W-2 and W-4 forms and state income tax forms for additional vocabulary, free

3-9. 1040 and 1040-A forms, *Instructions for Form 1040* and *Instructions for Preparing Short Form 1040-A* (booklets), Internal Revenue Service, free

   State income tax forms and instructions, free

   County Income Tax (EC-419) (pamphlet), Cooperative Extension Service, Purdue University (Phase 2), free

   Be Informed on Taxes (study unit), Be Informed Series, New Readers Press (Phase 1)

10. Teacher should survey available resources in the community

11-12. Necessary tax forms

13. Income tax "how to" booklets from the library

PERFORMANCE OBJECTIVE: To become aware of proper money management principles and to make wise consumer decisions.

SKILLS OBJECTIVES

Reading
The adult learner reads information on money management and budgeting.
- Develops vocabulary and spelling
- Generalizes to similar situations
- Distinguishes between fact and opinion

Writing
The adult learner writes a budget.
- Makes lists
- Makes outlines

Speaking, Listening, Viewing
The adult learner interacts with a resource person to obtain information about money management and discusses wise consumer practices.
- Expresses needs
- Seeks information
- Interprets ideas

Problem Solving
The adult learner develops a budget and plans ways to implement it.
- Defines the problem
- Obtains information
- Examines constraints
- Plans alternatives
- Determines plan of action

Interpersonal Relations
The adult learner recognizes the various views on money management.
- Examines personal views and attitudes
- Interacts with others

Computation
- Adds decimals

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

SLV 1. . . . interacts with a resource person to obtain information on proper money management from various institutions. Examples: credit bureau, bank, credit unions

R 2. . . . reads money management vocabulary.

W 3. . . . uses each vocabulary word in a sentence.

SLV 4. . . . discusses needs vs. wants in relation to money management.

W 5. . . . writes a list of immediate and long-range needs and wants and sets priorities for each item.

SLV 6. . . . discusses with a resource person what a budget is and why one is necessary.

R 7. . . . reads materials about making a budget.

W 8. . . . constructs a budget for personal use, based on resources, needs, wants, financial goals and emergencies and does the necessary calculations.

C 9. . . . revises a budget to reflect a change in income, needs, wants and financial goals.

PS 10. . . . analyzes hypothetical budget problems and presents alternatives for solving each.

W 11. . . . lists names, addresses and telephone numbers of consumer counseling services in the community.

C 12. . . . computes approximate gain in income in the last three years and contrasts it with the cost of living escalation in the last three years.

PS/ SLV 13. . . discusses, with a resource person, ways of dealing with the rising costs of living.

R 14. . . . uses sales ads and product information pamphlets to distinguish fact from opinion.

IPR 15. . . . interacts with others on the advantages of sound money management.

SUGGESTED MATERIALS AND RESOURCES

1. Resource person from a local bank, credit union, etc.

2-4. Teacher-made list of money management terms

Be Informed On Money (study unit), Be Informed Series, New Readers Press (Phase 1)

5. No special materials needed

6. Resource person from county extension agency, bank, etc.

7. *Be Informed On Money* (study unit), Be Informed Series, New Readers Press (Phase 1)

Budgeting (booklet), Follett Coping Skills Series, Follett Publishing Company (Phase 1)

8-9. Student-made budget

10. Teacher- or student-made budget problems

11. Local phone book

12. Student income record and cost of living information

13. Resource person from county extension agency

14. Sales ads and product information pamphlets

15. No special materials needed

PERFORMANCE OBJECTIVE: To be able to use catalogs in selecting goods and services.

SKILLS OBJECTIVES

Reading
The adult learner reads abbreviations, order forms and descriptions of items from catalogs.
- Develops vocabulary and spelling
- Follows directions
- Locates information on charts and tables
- Recognizes symbols and abbreviations
- Notes details

Writing
The adult learner writes information on selecting goods and services from catalogs.
- Fills out forms
- Writes letters

Speaking, Listening, Viewing
The adult learner views and listens to information and discusses the advantages and disadvantages of catalog ordering.
- Seeks information
- Presents information
- Describes personal view
- Organizes information

Problem Solving
The adult learner determines items he might order from catalogs and what things to consider when ordering. The adult learner also decides how to return unwanted or damaged merchandise.
- Defines the problem
- Obtains information
- Examines alternatives
- Determines plan of action

Interpersonal Relations
The adult learner discusses with others the probable selections from catalogs.
- Interacts with others

Computation
The adult learner determines total amount to be paid when placing a catalog order.
- Adds decimals
- Subtracts decimals
- Figures per cents
- Multiplies
- Adds weights
- Uses charts to determine cost of shipping

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

SLV 1. . . . discusses advantages and disadvantages of ordering from a catalog.

R 2. . . . reads order from vocabulary.

R 3. . . . reads several different kinds of order forms.

PS 4. . . . chooses some items to order from a catalog and determines what aspects (size, color, etc.) will have to be considered when ordering.

PS 5. . . . determines the aspects of each item from 4 (green, size 10, etc.)

R 6. . . . reads catalog descriptions of products which are being considered for purchase and notes the information which is provided.

PS/R 7. . . . by using a tape measure or other device, measures to determine sizes.

W/C 8. . . . fills out order form correctly and computes total price, sales tax, shipping costs and total amount due.

SLV/IPR 9. . . . places a real or simulated catalog order by phone.

PS 10. . . . determines how to return an unwanted or damaged item.

IPR 11. . . . discusses the selection of an item from the catalog that will be used by more than one family member.

IPR 12. . . . discusses effective means of dealing with catalog sales personnel.

IPR/PS 13. . . . in a role-playing situation, returns an article to the catalog department without evidence of purchase.

SUGGESTED MATERIALS AND RESOURCES

1. No special materials needed

2-3. Free order forms from several catalog companies

4-6. Catalogs from Sears, Penney's, Montgomery Wards and Spiegel's, etc.

7. Tape measure

8-10. See #4-6 above

11-13. No special materials needed

PERFORMANCE OBJECTIVE: To be able to use consumer information sources to select goods and services.

SKILLS OBJECTIVES

Reading
The adult learner reads consumer guide material for a product.
- Develops vocabulary
- Uses references
- Notes details
- Locates information on charts

Writing
The adult learner writes information on selecting goods and services.
- Makes notes

Speaking, Listening, Viewing
The adult learner discusses product ratings with other users of a product.
- Seeks information
- Presents information
- Interprets ideas
- Evaluates the content

Problem Solving
The adult learner uses consumer guide information to aid in making a personal decision.
- Defines the problem
- Obtains information
- Examines alternatives
- Selects best alternatives
- Determines plan of action

Interpersonal Relations
The adult learner interacts with peers to discover the use and relative value of various consumer information sources they have used.
- Interacts with others
- Explains personal experience
- Identifies potential conflict

Computation
The adult learner makes calculations necessary to compare prices of different brands of items.
- Subtracts decimals

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

R 1. . . . reads a list of vocabulary terms and uses them.

R/SLV 2. . . . selects several items of personal interest and reads and discusses evaluations of merchandise from consumer guides and personal evaluations of products.

PS 3. . . . chooses which brand of the items from No. 2 he would purchase, based on information from consumer guides, and explains why, orally or in writing.

W 4. . . . makes notes on the selection of goods and services which are being considered to meet a personal need.

C 5. . . . calculates difference in price of various brands of an item rated differently by consumer information and determines if the price difference is sufficient to influence purchase.

IPR 6. . . . talks with friends and other students about consumer information sources to determine which sources are of greatest benefit for specific needs.

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SUGGESTED MATERIALS AND RESOURCES

1. Word list of consumer guide terms

2-3. *Consumer Reports, Popular Science, Good Housekeeping,* etc.

Be Informed on Wise Buying (study unit), Be Informed Series, New Readers Press (Phase 1)

4. No special materials needed

5. See #2-3 above and selected items

6. No special materials needed

PERFORMANCE OBJECTIVE: To be aware of factors that affect costs of goods and services and to determine the most economical places to shop.

SKILLS OBJECTIVES

Reading
The adult learner reads materials to recognize factors that affect costs.
- Develops vocabulary
- Obtains information
- Distinguishes between fact and opinion
- Draws conclusions

Speaking, Listening, Viewing
The adult learner explains the factors that affect costs.
- Presents information

Problem Solving
The adult learner determines the most economical places to shop in terms of personal needs and wants.
- Defines the problem
- Obtains needed information
- Examines constraints
- Plans alternatives
- Determines plan of action

Computation
The adult learner compares costs of products to determine which stores are most economical.
- Adds
- Subtracts
- Divides (unit pricing)

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

SLV 1. . . . interacts with a resource person or views an audiovisual presentation on the different factors that affect cost of goods and services.

R 2. . . . reads and understands a precompiled list of vocabulary words and abbreviations concerning why prices vary from store to store.

C/SLV/PS 3. . . . compares the cost of selected item from different kinds of stores in the community in person or by phone.

PS 4. . . . determines which stores are most economical.

SUGGESTED MATERIALS AND RESOURCES

1. Home economist, home demonstration agent, county extension agent
2. Teacher-made word list on consumer goods and services — see Comparative Shopping word list at end of this section.

   Buying Power (workbook), Using Money Series, Frank E. Richards Publishing Company, Inc. (Phase 1)
3. Student-developed list of items to consider for purchase
4. Local stores

PERFORMANCE OBJECTIVE: To be aware of the principles of comparison shopping.

SKILLS OBJECTIVES

Reading
The adult learner reads materials on comparison shopping.
- Develops vocabulary
- Obtains information
- Draws conclusions
- Generalizes to similar situations
- Derives personal relevance

Writing
The adult learner writes information for comparison shopping.
- Makes notes
- Fills out forms

Speaking, Listening, Viewing
The adult learner discusses principles and preferences on comparison shopping.
- Presents information
- Describes personal view
- Seeks information

Problem Solving
The adult learner makes decisions based on comparison shopping principles.
- Defines the situation
- Obtains the needed information
- Examines constraints
- Plans alternatives
- Selects the best alternative

Interpersonal Relations
The adult learner evaluates comparison shopping in terms of personal and family values.
- Interacts with others
- Explains his preferences and needs to others
- Identifies potential conflicts

Computation
The adult learner calculates unit prices and percentages saved by using comparison shopping.
- Adds
- Subtracts
- Multiplies
- Figures decimals
- Figures percentages

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

C 1. . . . recognizes and compares different values of money (i.e., $5.00 is greater than $1.00; $.25 is less than $.50).

R 2. . . . reads and understands a precompiled list of vocabulary words and abbreviations related to comparison shopping including the concept of unit pricing.

R 3. . . . reads materials on the principle of comparison pricing and shopping.

SLV 4. . . . discusses with the instructor or the class the principles of comparison shopping.

C 5. . . . performs the steps involved in calculating unit prices.

C 6. . . . uses newspaper ads to compare the cost of two or more items, using unit pricing.

SLV 7. . . . discusses other considerations involved in comparison shopping, besides costs.

W/PS/C 8. . . . makes notes comparing prices at several stores, determines which goods and services to buy and the rationale for each purchase.

SLV 9. . . . discusses the reasons for preferences where those brands are more expensive (i.e. style, length of warranty, etc.)

IPR 10. . . . relates preferences to family needs and wants.

SLV 11. . . . discusses with a resource person retail "outlets" and the differences between "firsts," "seconds," "irregulars," etc.

SLV 12. . . . discusses instances where economy items can be substituted for quality items without affecting the individual's preferences (i.e., purchasing "seconds" of a product rather than top quality; powdered milk instead of fresh milk; etc.).

R 13. . . . reads selected excerpts from warranties and guarantees for various items.

R/SLV 14. . . . reads and discusses the importance of guarantees or warranties and how they should be considered when comparison shopping.

PS 15. . . . considers the value of purchasing quality products with guarantees, instead of cneaper or inferior brands with no guarantees.

IPR 16. . . . considers the concept of peer pressure as a factor in purchasing.

C 17. . . . calculates the savings when an item is put on sale at a particular percentage discount (compared with regular price of item at other stores).

W 18. . . . fills out warranty or guarantee cards.

R/W 19. . . . surveys resource materials to find information on products which are being considered for purchase.

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SUGGESTED MATERIALS AND RESOURCES

1. *Using Dollars and Sense* and *Money Makes Sense*, Pacemaker Practical Arithmetic Series, Fearon Publishers (Phases 1 and 2)

2. Coins and currency

   See Comparative Shopping word list at end of this section.

3-4. *Buying Power* (workbook), Using Money Series, Frank E. Richards Publishing Company, Inc.

   Your Shopping Dollar (pamphlet), Money Management Institute, Household Finance Corporation (Phase 2), free

5-6. Newspaper advertisements, sale flyers, etc.

7. No special materials needed

8. No special materials needed

9. Student list of items to be considered for purchase

10-11. No special materials needed

12-13. Home economist, county extension agent, home demonstration agent

14. Warranty and guarantee cards from various consumer products

15-16. No special materials needed

17. Newspaper advertisements of sales which include regular and sale prices

18. Warranty and guarantee cards

19. Consumer guides and other reference materials containing product information

PERFORMANCE OBJECTIVE: To know the various methods by which consumer goods are packaged and to learn which methods are the best value (in terms of quality and storage) for personal needs.

SKILLS OBJECTIVES

Reading
The adult learner reads and understands materials on packaging to know which methods fit personal needs and wants.
- Develops vocabulary
- Obtains information
- Draws conclusions
- Distinguishes between fact and opinion
- Derives personal relevance

Speaking, Listening, Viewing
The adult learner discusses the methods of packaging goods which will better serve personal needs and wants.
- Presents information
- Describes personal view

Problem Solving
The adult learner selects the kind of packaging which best fits personal needs.
- Defines the situation
- Obtains needed information
- Examines constraints
- Determines plan of action

Computation
The adult learner determines the relative costs of different kinds of packaging by examining the unit prices of identical products packaged several ways.
- Adds
- Subtracts
- Multiplies
- Divides
- Figures per cents
- Figures weights and measures

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

SLV 1. . . . listens to a presentation on packaging by a resource person (e.g., county demonstration agent, home economist, etc.).

SLV 2. . . . views a display of various methods of packaging goods.

R 3. . . . reads available materials on packaging, including material about the advantages and disadvantages of each method (i.e., costs, environmental effects, length of storage time, etc.).

C 4. . . . examines the relative costs of packaging by comparing unit prices of the same product packaged in several different ways (i.e., canned vs. frozen vs. fresh; stocks off the shelves vs. those that have been packaged).

SLV 5. . . . discusses packaging methods in terms other than cost (i.e., nutritional value, quality, etc.).

R/PS 6. . . . uses tables on serving portions and reads package information to select the size and type of packaging which will meet personal or family needs.

SUGGESTED MATERIALS AND RESOURCES

1. County extension agent, home economist, etc.
2. Boxes, packages and bags used to package consumer goods
3. Magazines such as *Forecast, Good Housekeeping, Ladies Home Journal, Woman's Day*
4. Student list of item costs of fresh, canned, and frozen goods and the amount each package contains
5. Nutritive information on consumer products
6. Materials from cooperative extension agency and labels from cans and boxes

PERFORMANCE OBJECTIVE: To be aware of advertising techniques and to recognize appropriate and inappropriate forms of selling and advertising.

SKILLS OBJECTIVES

Reading
The adult learner reads materials on appropriate and inappropriate techniques of advertising and selling.
- Develops vocabulary and spelling
- Notes psychological impact of words
- Distinguishes between facts and opinions
- Detects and resists propaganda

Speaking, Listening, Viewing
The adult learner views and discusses materials which will develop an understanding of advertising and selling techniques and learns methods of lodging complaints regarding inappropriate practices.
- Seeks information
- Interprets ideas
- Organizes information
- Evaluates the content

Problem Solving
The adult learner determines the effect of advertising on an individual.
- Defines problems
- Obtains information
- Evaluates information
- Examines constraints
- Determines plan of action

Interpersonal Relations
The adult learner interacts with others regarding misleading advertising.
- Interacts with others
- Explains self
- Pinpoints potential problems

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

SLV 1. . . . discusses appropriate and inappropriate techniques of advertising and selling with a resource person.

SLV 2. . . . collects and discusses advertisements from newspapers, magazines and mailed ads as examples of techniques examined in #1.

SLV 3. . . . reads or views materials on advertising and selling.

R 4. . . . reads charts, graphs and tables used in advertisements.

SLV 5. . . . discusses with the teacher or other students the visual distractions used in advertising.

R 6. . . . reads advertisements and determines those statements which are fact and those which are opinion.

R/SLV 7. . . . reads, views and listens to advertisements (newspaper, magazine, TV, radio) and analyzes with the teacher the type of appeal each makes.

SLV 8. . . . discusses methods of dealing with inappropriate advertising and decides on appropriate personal actions in response to inappropriate advertising techniques.

PS 9. . . . discusses the effects of several advertisements on the viewer.

IPR 10. . . . shares experiences concerning misleading advertising.

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SUGGESTED MATERIALS AND RESOURCES

1. Resource person from the Better Business Bureau, Legal Aid Society, State Consumer Protection Division (Office of the Attorney General, 219 State House, Indianapolis, IN 46204, Phone: 800/382-5516 — toll free) (Phase 1 or 2)

2. Advertisements from newspapers, magazines and mailed ads (Phase 1)

3. *Gypped* (booklet), Channing L. Bete Company, Inc. (needs adapting for Phase 2)

4-7. Ads collected from newspapers, magazines; also TV and radio ads

8. See #1 above

9-10. No special materials needed

PERFORMANCE OBJECTIVE: To know how to order food and how to tip in a restaurant.

SKILLS OBJECTIVES

Reading
The adult learner reads materials on how to order food in a restaurant and reads menus.
- Develops vocabulary
- Distinguishes between fact and opinion
- Notes details

Speaking, Listening, Viewing
The adult learner discusses types of restaurants and food service establishments and procedures for obtaining service, including the concept of tipping.
- Describes personal view
- Interprets ideas
- Organizes information

Problem Solving
Based on personal finances, the adult learner selects a suitable restaurant and orders food within his means.
- Defines problem
- Obtains information
- Examines constraints
- Plans alternatives
- Determines plan of action

Interpersonal Relations
The adult learner interacts with restaurant personnel in ordering food and obtaining satisfaction in service and food.
- Interacts
- Explains needs and preferences

Computation
The adult learner calculates problems on the costs of meals in a restaurant.
- Adds
- Subtracts
- Multiplies
- Divides
- Figures per cents (tips)

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

R/SLV 1. . . . reads materials and/or views and discusses an audiovisual presentation on the different types of food service establishments.

R 2. . . . reads selected menus and other printed sources of information on local food service establishments.

R 3. . . . reads menus to determine the ingredients of various entrees.

C 4. . . . uses sample menus from different types of food services to select a variety of meals; calculate the cost, the tax and tip; and compare the cost of eating in these places.

SLV 5. . . . discusses with other members of the class the various types of food service establishments in the community, the relevant procedures for ordering food in each, the respective price ranges and what is included under various meal plans.

SLV	6.	. . . discusses pros and cons of tipping — where? when? why? how much?
PS/C IPR	7.	. . . role plays a situation where one has a given amount of money to spend on a meal. Using simulated menus, the individual selects a restaurant or food service establishment, orders a suitable meal, computes the cost for self or a family and interacts with restaurant personnel to obtain food and to lodge complaints regarding food or service.

SUGGESTED MATERIALS AND RESOURCES

1. *Dining Out Skill Text* (workbook), Special Service Supply (Phase 1)
2. Collection of articles on food and food advertisements from newspapers

3-4. Collection of menus, advertisements and other printed material on local food service establishments

5-7. No special materials needed

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PERFORMANCE OBJECTIVE: To be aware of different stores where home furnishings can be purchased and to determine the best buys for essential and luxury items based on individual needs and resources.

SKILLS OBJECTIVES

Reading
The adult learner reads materials dealing with home furnishings.
- Develops vocabulary
- Notes details
- Recognizes symbols and trademarks
- Derives personal relevance
- Judges reliability of information

Writing
The adult learner compiles information on buying home furnishings.
- Makes lists

Speaking, Listening, Viewing
The adult learner views and discusses materials dealing with the purchase of home furnishings.
- Describes personal view
- Reports findings
- Organizes information

Problem Solving
The adult learner indicates home furnishing needs and makes decisions regarding them.
- Defines needs
- Obtains information
- Examines alternatives
- Develops plan of action

Interpersonal Relations
The adult learner interacts with others in deciding on purchases for the home.
- Explains needs
- Understands needs of others

Computation
The adult learner compares the cost of specific items at various stores.
- Adds decimals
- Subtracts decimals

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

SLV/ IPR 1. . . . interacts with a resource person and class members to obtain information on criteria for determining home furnishing needs and making wise selections.

W 2. . . . lists specific criteria to use in the selection of specific items.

R 3. . . . uses catalogs to identify words used to describe home furnishings.

SLV 4. . . . uses newspaper ads and yellow pages as a basis for discussing the local stores where one can buy specific home furnishing items.

R 5. . . . reads materials on home furnishings and criteria for selecting them (ease of care, warranty, life expectancy, type of construction, material, etc.).

W 6. . . . lists and sets priorities for personal or family home furnishing needs.

R 7. . . . reads trademarks and symbols which are important to recognize in considering products.

IPR/PS 8. . . . works through a decision on purchases for the home (with the family or role playing).

R 9. . . . compares a manufacturer's information on a product with that which is provided through consumer reports and independent testing agencies.

C 10. . . . selects items which are being considered for purchase, prices them at several stores and computes the difference among prices and the totals for all items.

PS 11. . . . uses the above example and considers quality, warranties, life expectancy, etc., to select a store (or stores) in which to purchase each of the items.

IPR 12. . . . role plays interaction with store personnel to explain type of product desired and to request information on it.

SUGGESTED MATERIALS AND RESOURCES

1. Home economist, county agent for the home
2. See #5 below; *Consumer Review, Consumer Reports*
3. Catalogs from Sear's, Penney's, Montgomery Ward's and home furnishings sales flyers from newspapers
4. Local newspapers and telephone books
5. *Your Equipment Dollar* (booklet), Money Management Institute (teacher resource)

   Your Home Furnishing Dollar (booklet), Money Management Institute (teacher resource)

   Appliance and Household Furnishings (pamphlets), Consumer Information, Public Documents Distribution Center (Phase 2)

   Be Informed on Wise Buying (study unit), New Readers Press (Phase 1)

   Magazines such as *Better Homes and Gardens, Good Housekeeping, House Beautiful, American Home*
6. Catalogs, newspapers ads, consumer magazines
7. Student- or teacher-collected information from home furnishing labels
8. No special resources needed
9. Pamphlets, flyers, etc., from manufacturers of home furnishings and consumer reports
10. Student list of prices on selected items at various stores
11. Local stores, catalogs, etc.
12. No special resources needed

PERFORMANCE OBJECTIVE: To determine housing needs and to know how to obtain housing and utilities based on those needs.

SKILLS OBJECTIVES

Reading
The adult learner reads materials concerning housing needs and responsibilities.
- Develops vocabulary
- Obtains information
- Uses maps
- Follows directions
- Recognizes symbols and abbreviations
- Applies knowledge to similar situations

Writing
The adult learner compiles information concerning housing needs, arrangements and agencies providing these types of services.
- Makes lists
- Makes notes

Speaking, Listening, Viewing
The adult learner discusses with the teacher or other class members the kind of factors to consider in determining housing needs.
- Analyzes situation
- Presents information
- Describes personal view

The adult learner discusses with the teacher or other class members the types of arrangements to be made in moving from one location to another.
- Seeks information
- Conveys information
- Derives personal relevance

Problem Solving
The adult learner determines personal housing wants and needs and what to do in case of housing difficulties.
- Defines situation
- Obtains information
- Examines alternatives
- Determines plan of action

Interpersonal Relations
The adult learner interacts with others in determining housing needs and wants.
- Explains needs and concerns
- Understands needs of others
- Identifies and resolves conflicts

Computation
The adult learner computes housing-related costs.
- Adds
- Subtracts
- Multiplies
- Divides

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

R	1.	. . . uses housing advertisements from newspapers to develop an understanding of the terms and abbreviations used in these ads.
SLV/ R	2.	. . . reads or discusses information on factors to be considered in determining one's housing needs.
SLV	3.	. . . views or discusses a presentation of housing options.
W	4.	. . . makes notes of criteria which one should consider in meeting personal or family housing needs (room arrangements, location, etc.).
IPR/ PS	5.	. . . interacts with other members of the family to determine housing (may be a simulated situation).
R	6.	. . . uses a map and housing advertisements to locate housing which may be of interest.
W	7.	. . . lists names and addresses of community resources which may provide help with housing needs (interpreting leases, landlord/tenant responsibilities, housing discrimination, etc.).
SLV	8	. . . listens to a presentation by a resource person (lawyer, etc.) to learn about leases, contracts, etc.
C	9.	. . . computes how much is being spent and what she/he can afford to spend for housing and utilities.
R	10.	. . . reads information on responsibilities of householders, tenants and landlords.
R	11.	. . . reads materials on the householder's management of utilities (gas, electricity, water and sewage). How to obtain service? How to use economically? What to do when service is interrupted?
SLV	12.	. . . discusses recourse and resources available to the individual in the event of housing discrimination, leasing disputes, etc.
PS/ IPR	13.	. . . interacts with real estate agent to work out a satisfactory plan for meeting housing needs (actual or simulated situation).
SLV/ IPR	14.	. . . contacts a given agency (U-Haul, utility companies, phone company, etc.) to discover arrangements which must be made when moving and shares these with other students.
IPR	15.	. . . interacts with lending agency on qualifications for loan to purchase a home (may be simulated).

SUGGESTED MATERIALS AND RESOURCES

1. Newspaper advertisements on housing for sale or rent
2. *House Construction — How to Reduce Costs,* U.S. Government Printing Office (Phase 2)

   Your Housing Dollar (booklet), Money Management Institute (Phase 2)

   Family Financial Education for Adults (manual), Council for Family Financial Education (Phase 2)

   How to Avoid The 10 Biggest Home Buying Traps (book), by A.M. Watkins, Hawthorn Books

   Be Informed on Buying a House, Be Informed Series, New Readers Press (Phase 1)

   Be Informed on Renting a Place to Live, Be Informed Series, New Readers Press (Phase 1)

   Consumer Education (multimedia kit), National Education Association (Phases 1 — 2)

   Using Community Resources (worktext), Follett Publishing Company (Phase 2)
3. Resource person from a real estate agency, housing and urban development agent, etc.

4-5. No special resources needed

6. City and county maps, newspaper ads on housing
7. Yellow pages; Housing and Urban Development toll free number for complaints and inquiries relating to Fair Housing and Equal Opportunity, Phone: 800/424-8590
8. Lawyer, real estate agent or other resource person, e.g., a representative from Better Business Bureau
9. Budget forms
10. Articles from magazines such as *Good Housekeeping, Better Homes and Gardens,* etc.; see also #2 above
11. Materials from water, sewage, electric and gas company

    Using Community Resources (worktext), Follett Publishing Company (Phase 2)
12. Legal Aid Society, NAACP, local offices of agencies and state or federal departments
13. No special materials needed
14. Phone book, yellow pages
15. Resource person from a lending agency or real estate office

PERFORMANCE OBJECTIVE: To know how to buy and maintain a car economically.

SKILLS OBJECTIVES

Reading
The adult learner reads materials on how to buy and maintain a car economically.
- Develops vocabulary
- Identifies sources of information
- Recognizes symbols and abbreviations
- Obtains information
- Derives personal relevance
- Locates information on charts, tables, graphs

Writing
The adult learner writes information on buying and maintaining a car.
- Makes lists
- Makes notes

Speaking, Listening, Viewing
The adult learner discusses economic aspects of buying and maintaining a car.
- Exchanges information
- Analyzes the situation
- Evaluates the content
- Describes personal view
- Draws conclusions

Problem Solving
The adult learner makes appropriate decisions concerning the purchase of a car.
- Defines problem
- Obtains information
- Examines alternatives
- Determines plan of action

Interpersonal Relations
The adult learner interacts with others in buying and maintaining a car.
- States needs
- Resolves conflicts

Computation
The adult learner computes the costs of buying and maintaining a car.
- Adds
- Subtracts
- Multiplies
- Divides

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

PS/IPR 1. . . . discusses the advantages and disadvantages of owning a car, driving, car pooling or using public transportation based on personal or family needs.

R/SLV 2. . . . uses audiovisual and printed materials (including newspaper ads) to develop an understanding of terms and concepts related to buying and maintaining a car.

R 3. . . . reads consumer resources and compares performance of cars; includes reading of charts, tables and graphs.

R/SLV 4. . . . reads and discusses buying a new car versus buying a used car.

SLV 5. . . . interacts with class members on things to consider when buying a used car.

C 6. . . . lists the costs of various cars which may be purchased and figures the difference in price among different dealers and car models.

PS 7. . . . uses information gained from reading, viewing and listening to decide on what kind of car to purchase and where to purchase it.

R/SLV 8. . . . reads application forms for purchasing, licensing and insuring a motor vehicle and discusses the need for licensing and insurance.

R/W 9. . . . reads information on maintenance and economical use of a car and makes notes on services which one can perform on one's own vehicles.

SLV 10. . . . discusses functions of car maintenance which may be done by the owner as opposed to those requiring an experienced mechanic.

C/SLV 11. . . . uses yellow pages and the newspaper, discusses selection of a garage to perform necessary maintenance of a car (including price and quality of work) and computes the difference in costs.

IPR 12. . . . role plays a situation in which one seeks resolution of a problem with a car which has been purchased.

R 13. . . . reads information about car insurance responsibilities.

C 14. . . . computes the miles per gallon or kilometers per liter for a given car.

IPR 15. . . . interacts with others to find types of information necessary to obtain parts or service (e.g., make, year, model, engine size, etc.).

W 16. . . . makes a list of necessary service to maintain a car and of accessories which the individual considers important to have on a car.

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SUGGESTED MATERIALS AND RESOURCES

1. *Secrets of a Successful Car Pool* (booklet), by Bernie Smith, Shell Oil Company

2. *Becoming A Car Owner* (book), New Readers Press (Phase 2)

   Buying and Caring For Your Car (booklet), by Kathryne Hughes, U.S. Government Printing Office (Phase 1)

   Understanding the Automobile (booklet), Follett Publishing Company (Phase 2)

3. *Consumer Reports* available at public libraries (Phase 2)

   Popular Science, Popular Mechanics, Mechanics Illustrated, available at public libraries (Phase 2)

4. *Your Automobile Dollar* (booklet), Money Management Institute (teacher resource)

   Be Informed on Buying A Car, Be Informed Series, New Readers Press (Phase 1)

   Be Informed on Owning a Car, Be Informed Series, New Readers Press (Phase 1)

5. Local car sales personnel, newspaper advertisements of cars for sale

6. Local car dealers; *Blue Book* and *Red Book* of retail car prices; *Consumer Reports*

7. *Blue Book* and *Red Book* of retail car prices; also see #2 above

8. Forms from local license branch and local car insurance agencies

9. *Essentials of Auto Mechanics* (work text), by Charles E. Pearce, Hawkes Publishing, Inc., Educational Division (Phase 1)

   Confessions of a Mileage Champion (booklet), by Ben Visser, Shell Oil Company (Phase 2)

   Your Automobile Dollar (booklet), Money Management Institute (teacher resource)

   Understanding The Automobile (work text), Follett Publishing Company (Phase 2)

10. *Do It in the Driveway* (filmstrip and cassette tape), produced by McIntyre Productions, Inc. (Phases 1 — 2)

11. Phone book yellow pages and newspaper advertisements on car repair and/or maintenance

    What You Should Know Before You Have Your Car Repaired (book), by Anthony Till, New American Library of Signet, Ludington News Company, Inc. (Phase 2)

12. No special materials needed

13. *Are You Confused By Your Auto Insurance?* (pamphlet), Consumer Services Division, Indiana Department of Insurance (Phase 2)

    Pamphlets from various car insurance agents; *Indiana Driver's Manual* available from local license branch

14. *Confessions of a Mileage Champion,* listed under #9 above

15. Resource person from community

16. See #9

PERFORMANCE OBJECTIVE: To know basic procedures for the care and upkeep of personal possessions (home, furniture, car, clothing, etc.) and to be able to use resources relating to such care.

SKILLS OBJECTIVES

Reading
The adult learner reads resources on the care and upkeep of personal possessions, including product guarantees (home, furniture, car, clothing, etc.).
- Develops vocabulary
- Locates resources
- Follows directions
- Obtains information
- Notes details

Writing
The adult learner writes information which will be helpful for use in the care and upkeep of personal possessions.
- Makes list
- Organizes information
- Fills out forms

Speaking, Listening, Viewing
The adult learner discusses proper care and maintenance of personal possessions and local services available.
- Presents information
- Gives directions
- Evaluates the content

Problem Solving
The adult learner determines appropriate care of personal possessions.
- Defines needs
- Obtains needed information
- Examines constraints
- Determines plan of action

Interpersonal Relations
The adult learner interacts with service personnel concerning the care and maintenance of personal possessions.
- Explains needs
- Resolves conflicts

Computation
The adult learner computes the costs of maintaining selected personal possessions.
- Adds
- Subtracts
- Multiplies

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

SLV 1. . . . discusses the importance of following directions on labels.

R 2. . . . collects, reads and discusses vocabulary terms and abbreviations used by manufacturers to describe care and maintenance of products.

SLV	3.	. . . discusses with the teacher and other students the effectiveness of common inexpensive cleaning products (baking soda, ammonia, etc.) compared with highly advertised cleaners (Windex, Shout, etc.).
C	4.	. . . computes the difference in cost between common, inexpensive cleaning items and highly advertised cleaners.
R	5.	. . . collects and reads labels, manuals, guarantees and other printed information on the maintenance of personal possessions.
W	6.	. . . fills out guarantee/warranty return cards issued with products and mails them.
R/ SLV	7.	. . . consults the local newspaper and the yellow pages to determine sources of local service available and discusses with the instructor and other class members where suitable and economical services may be obtained.
C	8.	. . . computes the difference in cost between professional and personal maintenance of possessions.
SLV/ R	9.	. . . discusses or reads precautions for the use of cleaning materials and equipment.
R	10.	. . . reads directions on products to note steps to follow in using them.
R	11.	. . . becomes aware of and is able to locate in a library magazines, newspapers, books and other reference sources which provide tips on upkeep, service and maintenance of personal possessions.
SLV	12.	. . . observes a demonstration of the proper maintenance or care of a specific item.
C	13.	. . . selects a specific item needing repair, obtains information on those places where it can be repaired, compares the cost at those sites and decides where to have it repaired or whether it is more economical to replace it.
IPR	14.	. . . interacts with others about doing one's own repairs on selected household items.
PS/ W	15.	. . . develops a plan for the regular care of selected household items.

SUGGESTED MATERIALS AND RESOURCES

1. Labels, handbooks from clothes, household items, furniture, etc.
2. See #1; teacher-made flash cards or reading cards for use in a card reader
3. *Low Income Teaching Kit on Clean Clothes* (pamphlets), Superintendent of Documents, U.S. Government Printing Office (Phase 1)
4. Local grocery stores, department stores, etc.; newspaper ads
5. *The Care We Give Our Clothes* (book), by Margaret J. Hanson, Steck-Vaughn Company (Phase 1)

   A Guide to Housekeeping (pamphlet), Division of Adult Services, Department of Community College, Raleigh (Phase 1)

   New Fabrics, New Clothes and You (paperback book), by Grace Bulman, Steck-Vaughn Company (Phase 2)

   Buying and Care of Towels and Sheets (booklet), Cannon Mills (Phase 2)

   Low-Income Teaching Kit on Clothing, #1 and #2 (pamphlets), Superintendent of Documents, U.S. Government Printing Office (Phase 1)

   Permanent Care Labels (multimedia kit), J.C. Penney Company (Phase 2)

   Your Clothing Dollar (booklet), Money Management Institute (teacher resource)

   Money Management Filmstrip Library, produced by Money Management Insititute

   Clean House Teaching Materials for Low-Income Families (teaching kit), U.S. Department of Agriculture

   Low-Income Teaching Kit #2 On a Clean House (teaching kit), U.S. Department of Agriculture
6. Copies of guarantee or warranty cards
7. Newspaper advertisements and the yellow pages of the phone book
8. Price listings from sources of professional maintenance; price listings for equipment and supplies for do-it-yourself cleaning
9. Labels on bottles; articles from magazines such as *Woman's Day, Good Housekeeping, Ladies Home Journal*
10. Product labels or instruction pamphlets
11. Public library; *Be Informed on Using the Library* (study unit), New Readers Press (Phase 1)
12. Home economist, county extension agent or other resource person

    Magazines such as *Better Homes and Gardens, Good Housekeeping, House Beautiful, American Home*
13. See #7
14. No special materials needed — individual experiences
15. See relevant items in #5 above

C2

PERFORMANCE OBJECTIVE: To be familiar with media of exchange (money orders, checks, credit cards) and banking services in the community.

SKILLS OBJECTIVES

Reading
The adult learner reads materials relating to various media of exchange and banking services.
- Develops vocabulary
- Obtains information
- Makes inferences and draws conclusions
- Generalizes to similar situations

Writing
The adult learner completes forms necessary to obtain banking services and other media of exchange services.
- Fills out forms

Speaking, Listening, Viewing
The adult learner views and discusses materials relating to banking services and other media of exchange.
- Interprets ideas
- Makes comparisons
- Evaluates content
- Organizes information

Problem Solving
The adult learner decides which banking services and other media of exchange are best suited to personal needs.
- Defines needs
- Obtains information
- Examines constraints
- Plans alternatives
- Determines plan of action

Interpersonal Relations
The adult learner interacts with others to obtain information and services from banks or other media of exchange.
- Explains needs
- Receives input
- Identifies and resolves conflicts

Computation
The adult learner performs calculations necessary for completing the writing objective.
- Adds
- Subtracts

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

SLV 1. . . . views and discusses A-V materials which present information on banking.

R 2. . . . reads and studies advertisements, articles and pamphlets about banking services provided through various institutions in the community in order to compare their services and costs.

SLV 3. . . . discusses the purposes, advantages and disadvantages of money orders, cashier's checks, personal checks, travelers checks, credit cards and savings accounts.

R	4.	. . . reads forms such as money orders, cashier's checks, personal checks and deposit slips.
W	5.	. . . fills out various banking forms (deposit slips, withdrawal slips, checks, endorsements), money order forms and credit card application forms.
SLV	6.	. . . discusses with a resource person the different kinds of banks (e.g., full service banks, savings and loans, credit unions).
IPR	7.	. . . interacts with banking personnel to describe personal needs and obtain information on available services.
C	8.	. . . completes a deposit slip including individual entries and the total.
C	9.	. . . computes the difference in cost and/or benefits among various banking institutions for savings, checking, money orders, interest on loans, etc.
C	10.	. . . calculates outstanding checks and balances the checkbook.
IPR	11.	. . . interacts with others concerning procedures and/or requirements for cashing personal checks.
PS	12.	. . . decides which type of banking services and/or other media of exchange will best meet individual needs and which of the available agencies to use.

SUGGESTED MATERIALS AND RESOURCES

1. *Consumer Education* (multimedia kit), National Education Association (Phases 1 — 2)

2. Pamphlets and brochures from local banks

   See General and Banking word lists at end of this section (Phase 1)

   Investing Your Savings (workbook), Accent Consumer Education Series, Follett Publishing Company (Phase 1)

   Be Informed on Banking (study unit), Be Informed Series, New Readers Press (Phase 1)

3. No special materials needed

4. *The Bank Book* (workbook), by John Wools, Frank E. Richards Publishing Company, Inc.; forms from local banks

   Fundamental Forms Skill Text (worktext), Special Service Supply (Phase 2)

5. Forms from local banks; also see #4 above

6-7. Representatives from various types of banks

8. Actual deposit slips for checking and saving accounts from local banks

9. *Earning, Spending and Saving* (worktext), Using Money Series, Frank E. Richards Publishing Company, Inc. (Phase 2)

   Useful Arithmetic (worktext), published by Frank E. Richards Publishing Company, Inc. (Phase 2)

10. Checkbook ledger with simulated entries of deposit and withdrawal

11. Individual experiences

12. Information from #2, 6, 7 above

PERFORMANCE OBJECTIVE: To develop an understanding of credit systems and to determine personal use of them.

SKILLS OBJECTIVES

Reading
The adult learner reads materials about the various types of credit, their advantages and disadvantages, their availability and the methods of obtaining credit.
- Develops vocabulary
- Obtains information
- Detects and resists propaganda
- Distinguishes between fact and opinion

Writing
The adult learner completes forms, contracts and applications which are necessary to obtain and maintain credit.
- Fills out forms
- Makes lists

Speaking, Listening, Viewing
The adult learner listens to, views and discusses media and resource presentations on credit systems.
- Presents information
- Describes personal view
- Evaluates content
- Interprets ideas

Problem Solving
The adult learner decides which credit systems are applicable to the individual's situation.
- Defines need
- Examines constraints
- Plans alternatives
- Determines plan of action

Interpersonal Relations
The adult learner interacts with others in obtaining and maintaining credit.
- Explains situation
- Resolves conflict

Computation
The adult learner performs credit-related calculations.
- Adds
- Subtracts
- Figures percentages

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

SLV 1. . . . views audiovisual materials on the types of credit systems and discusses experiences and information gained with other class members.

R 2. . . . uses a collection of credit advertisements to develop a vocabulary to meet personal requirements.

R 3. . . . reads pamphlets, brochures, advertisements and other printed materials on credit systems, methods of obtaining credit and wise use of it.

SLV 4. . . . discusses the advantages and disadvantages of various types of credit and/or paying cash and situations in which it might be wise to use each.

R 5. . . . reads credit advertisements to determine the type of appeals each makes and to distinguish between fact and opinion.

C 6. . . . computes (may use table or calculator) simple credit cost problems using monthly and annual percentage rates.

R 7. . . . reads credit application forms and/or contracts.

W 8. . . . fills out applications for loans and charge accounts.

R 9. . . . reads information on the Truth in Lending Act.

C 10. . . . computes the credit charges which would be incurred on an item and compares this with the cash price.

SLV 11. . . . discusses precautions to take before signing a contract.

PS 12. . . . defines a specific credit need and decides which method will best meet the situation.

C 13. . . . computes the differences in the cost of credit from various agencies over different time periods.

IPR 14. . . . interacts with a credit agent to explain personal needs and to obtain information on obtaining credit (simulated case).

R 15. . . . reads information regarding the consumer's rights and responsibilities in relation to credit buying and where to obtain legal assistance.

SLV 16. . . . listens to resource persons and discusses legal and illegal procedures which creditors may utilize in obtaining money owed.

SLV 17. . . . discusses community resources for obtaining counsel regarding problems with credit accounts.

IPR 18. . . . interacts with others to explore reasons why credit may not be established and what resources are available to establish or reestablish a good credit rating.

W 19. . . . makes a list of credit card and bank card numbers and puts the list in a safe place for future reference.

SUGGESTED MATERIALS AND RESOURCES

1. *Consumer Education* (multimedia kit), produced by National Education Association (Phases 1 – 2)

2. Teacher- and student-collected advertisements on credit plans collected from newspapers and magazines

3. *Understanding Consumer Credit* (booklet), Follett Publishing Company (Phase 2)

   Using Retail Credit (book), Sears Roebuck & Company (Phase 2)

   Low-Income Teaching Kit on Credit, U.S. Government Printing Office (Phase 1)

   When You Use Credit, U.S. Government Printing Office (Phase 2)

   Mind Your Money When You Use Credit (booklet), Money Management Institute, Household Finance Corporation (teacher resource)

   Consumer Education for Families With Limited Income (teaching guide), published by Home Economics Instructional Materials Center, Texas Technical University (teacher resource)

   Making The Most of Your Money (booklet), Institute of Life Insurance (Phase 2)

   The Hard Facts About Easy Credit (mini-unit), Changing Times Education Service

   Be Informed on Personal Credit (study unit), Be Informed Series, Readers Press (Phase 1)

4. Based on #1 and #3 above

5. Credit advertisements from bank and loan companies

6. *Arithmetic Skill Text for Daily Living,* Special Service Supply (Phase 2)

   Using Dollars and Sense (worktext), by Charles Kahn and Hanna Bradley, Fearon Publishers (Phase 1)

   Useful Arithmetic — Vol. II (worktext), by John D. Wool, published by Frank E. Richards Publishing Company, Inc. (Phase 2)

   Earning, Spending and Saving (worktext), Using Money Series, Frank E. Richards Publishing Company, Inc.

7. Credit application forms and contracts from local banks and finance companies

8. See #7 above; also charge card application, forms from department stores and other agencies

9. Truth in Lending statement from local bank or loan agency; see also items under #3 above

10. *Using Dollars and Sense* (workbook), by Charles Kahn and Hanna Bradley, Fearon Publishers (Phase 1); see others listed under #4

11. Resource person from Legal Aid, a local bank, etc.

12. Draw on information from #3

13. Student-made list of cost of loans for a given period of time from various agencies

14. Banker, loan company representative, credit union representative, etc.

15. Credit application forms, articles from newspapers and magazines

16. See #12 above

17. No special materials needed

18. Local resource person

19. Individual credit cards

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PERFORMANCE OBJECTIVE: To collect information concerning the types of insurance available and to be able to select the best insurance for the individual and the family.

SKILLS OBJECTIVES

Reading
The adult learner reads materials on various types of insurance.
- Develops vocabulary
- Obtains information
- Locates information on tables, charts, graphs
- Distinguishes between fact and opinion

Writing
The adult learner is able to fill out necessary forms and maintain records pertaining to insurance.
- Fills out forms
- Makes notes
- Maintains records

Speaking, Listening, Viewing
The adult learner uses speaking, listening and viewing skills to collect information on insurance policies and companies.
- Seeks information
- Organizes information
- Presents information
- Interprets ideas
- Clarifies issues
- Derives personal relevance

Problem Solving
The adult learner is able to analyze which types of insurance policies are best for self and family.
- Defines personal situation or need
- Examines the alternatives
- Plans alternatives
- Determines plan of action

The adult is able to file an insurance claim and negotiate a settlement.
- Describes the problem
- Conveys needed information
- Determines plan of action

Interpersonal Relations
The adult learner interacts with family and personnel who offer assistance in insurance counseling, etc.
- Explains needs
- Resolves conflict

Computation
The adult learner compares the cost of various types of insurance coverage from different companies.
- Adds decimals
- Subtracts decimals

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

SLV 1. . . . discusses with a resource person the types of insurance coverage, how to decide on adequate coverage and the benefits of each type.

R/ SLV	2.	. . . uses pamphlets, brochures and other printed or audiovisual materials to develop an insurance-related vocabulary.
R	3.	. . . reads information about the various types of insurance (health, life and car), their limitations, advantages and disadvantages.
W	4.	. . . makes notes on the various types of insurance.
R	5.	. . . reads tables used in insurance policies and related materials.
R	6.	. . . reads application forms.
W	7.	. . . uses sample application forms and claim forms and fills in the blanks.
C/PS IPR	8.	. . . compares cost and coverage of available insurance policies and interacts with others to determine which can best meet personal needs.
PS/W IPR	9.	. . . simulates describing personal needs to an insurance agent, completing the necessary forms and obtaining a settlement.
W	10.	. . . lists the contents of each room of a house and indicates the estimated value of the items (for claims and coverage purposes). A photographic record of each room may also be made.
IPR	11.	. . . interacts with a resource person and others to determine what is adequate insurance coverage.
W	12.	. . . fills out an accident report.

SUGGESTED MATERIALS AND RESOURCES

1. Local insurance agents

2. *Dealing With Life Insurance* (card game designed to develop life insurance concerns), Education Services, Institute of Life Insurance (Phases 1 — 2)

3-4. *Life Insurance* (pamphlet), Channing L. Bete Company, Inc. (Phase 2)

Insurance (mini-unit), Changing Times Education Service (Phase 2)

Are You Confused by Your Auto Insurance? (leaflet), Consumer Services Division, Indiana Department of Insurance (Phases 1 — 2)

"A Guide to Life Insurance," *Consumer Reports*, January, February, March 1974 (Phase 2)

Teaching Tools for Consumer Education, January, February, March 1974 (Phase 2)

A Consumer's Guide to Health Insurance Plans, New York: Public Affairs Pamphlets (Phase 2)

Source Book of Health Insurance Data, New York: Health Insurance Institute

Insuring Your Life (booklet), Accent Consumer Education Series, Follett Publishing Company (Phase 1)

Policies for Protection (booklet), Institute of Life Insurance (Phase 2)

Be Informed on Personal Insurance (study unit), Be Informed Series, New Readers Press (Phase 1)

Pamphlets from local insurance agencies

5. Sample tables from local insurance agencies

6-7. Application forms from mail order insurance, newspaper supplements and local insurance agencies

8. Prices for a specific type and amount of insurance from local insurance agencies

9. Resource person from an insurance agency; insurance claim forms

10. Forms from household insurance agent to list household room contents

11. Individual experiences or local resource person

12. Sample accident report form (e.g., automobile, work-related, home accident)

PERFORMANCE OBJECTIVE: To recognize misleading and/or fraudulent product/service claims or tactics and to know the services and procedures available for consumer recourse.

SKILLS OBJECTIVES

Reading
The adult learner reads available materials on unsatisfactory or fraudulent practices and consumer recourse regarding unsatisfactory products or services.
- Develops vocabulary
- Obtains information
- Makes inferences
- Draws conclusions
- Generalizes to similar situation
- Derives personal relevance

Writing
The adult learner writes to the appropriate individual or agencies regarding unsatisfactory or fraudulent practices and consumer recourse.
- Writes a letter
- Fills out form

Speaking, Listening, Viewing
The adult learner views, listens to and discusses information on unsatisfactory or fraudulent practices and consumer recourse.
- Organizes information
- Evaluates the content

Problem Solving
The adult learner decides on appropriate action to take regarding unsatisfactory or fraudulent practices.
- Describes need
- Examines constraints
- Obtains information
- Plans strategy

Interpersonal Relations
The adult learner interacts with other individuals and agencies regarding fraudulent practices and consumer recourse.
- Seeks and conveys information
- Resolves conflicts

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

SLV/IPR 1. . . . engages in a discussion with a resource person from one of the consumer protection agencies on individual rights, procedures for obtaining adjustments, things to beware of, etc.

SLV 2. . . . views an audiovisual presentation on fraudulent practices and discusses them.

R 3. . . . uses pamphlets and other introductory materials on consumer recourse regarding unsatisfactory products or services to develop a reading knowledge of new vocabulary.

R 4. . . . reads materials on fraudulent and misleading practices.

R 5. . . . reads materials on legal assistance and procedures for obtaining adjustments on unsatisfactory products or services.

SLV 6. . . . discusses the procedures for obtaining adjustments on unsatisfactory goods or services.

IPR/PS 7. . . . role plays a specific situation in which one interacts with individuals from Better Business Bureau, company representatives, legal aid services, etc., to solve a problem with a fraudulent service or product.

W 8. . . . writes a letter to the seller regarding the unsatisfactory nature of a product or service and requests an adjustment.

R 9. . . . uses a set of materials containing misleading or fraudulent and legitimate claims to indicate those which are misleading or fraudulent.

W 10. . . . fills out complaint forms.

IPR 11. . . . interacts with peers about experiences concerning fraudulent schemes and how to avoid them.

PS 12. . . . takes a real or hypothetical problem involving unsatisfactory or fraudulent practices and outlines a plan of action for dealing with it.

SUGGESTED MATERIALS AND RESOURCES

1. *Complain? Complain!* (leaflet No. HE-561), Cooperative Extension Service, Purdue University — steps to take and suggested sources of resource persons

   Consumer Assistance Agencies in Indiana (leaflet), Attorney General of Indiana, Consumer Protection Division — list of state and federal agencies on consumer protection

   Guide to Federal Consumer Services, Department of Health, Education and Welfare Publication No. (05) 76-512 — information on specific services available

   Cooperative Extension home economist, Chamber of Commerce, Better Business Bureau or Retail Merchants Association

2. *Consumer Education* (multimedia kit), produced by the National Education Association (Phases 1 — 2)

3. *Complain? Complain!* see #1 above

   Gypped (booklet), Channing L. Bete Company (Phase 2)

4. See items in #3 above

   The Law for You (booklet), Accent Consumer Education Series, Follett Publishing Company (Phase 2)

   Nine Ways to Be Cheated (pamphlet), Adult Education Resource Center, Montclair State College (Phases 1 — 2)

   Don't Be Gypped (leaflet #054C), Consumer Information, Public Documents Distribution Center

5. *The Concern for Quality* (leaflet), National Association of Manufacturers

   How To Cancel Door-to-Door Sales (leaflet #060C), Consumer Information, Public Documents Distribution Center

   Mail Fraud Laws (booklet #062C), Consumer Information, Public Documents Distribution Center

   Quackery (leaflet #064C), Consumer Information, Public Documents Distribution Center

   Truth in Lending (leaflet #065C), Consumer Information, Public Documents Distribution Center

   See also materials under #4

6-7-8. No special materials needed.

9. Teacher- and student-collected resources

10. Consumer complaint forms

11. Individual experience

12. No special materials needed

PERFORMANCE OBJECTIVE: To be aware of an individual's rights and responsibilities regarding the consumption of world resources.

SKILLS OBJECTIVES

Reading
The adult learner reads materials on overpopulation, conservation of world resources and ecology.
- Develops vocabulary
- Identifies the main idea
- Obtains information
- Distinguishes between fact and opinion
- Draws conclusions
- Derives personal relevance

Writing
The adult learner writes information on use of resources.
- Makes lists
- Makes outlines
- Writes letters

Speaking, Listening, Viewing
The adult learner listens to, views and discusses information on the implications of consumption vis-a-vis world resources.
- Seeks and conveys information
- Draws conclusions
- Persuades
- Derives personal relevance

Problem Solving
The adult learner analyzes the effect one's consumption has on world resources and develops a stance.
- Defines the situation
- Obtains information
- Examines constraints
- Determines plan of action

Interpersonal Relations
The adult learner interacts with others concerning the implications of consumption vis-a-vis world resources.
- Explains self
- Understands others' positions
- Identifies and resolves conflicts

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

SLV 1. . . . views a film/filmstrip on overpopulation or conservation of natural resources and discusses the ideas from it with the teacher or other class members.

R 2. . . . reads materials on how world resources are related to what the individual consumes and on the effect of overpopulation.

R 3. . . . reads materials on how pollution affects the environment and on environmental control.

SLV 4. . . . discusses group and individual needs and responsibilities for environmental control and conservation of natural resources.

W	5.	. . . lists ways in which the individual can influence environmental protection and conservation of natural resources.
W/PS	6.	. . . identifies a problem relating to world resources, outlines personal concerns and drafts a letter to a congressman or other individuals regarding those concerns.
IPR/PS	7.	. . . works cooperatively with other individuals or agencies to resolve local problems of natural resources, pollution, ecology, etc.
IPR	8.	. . . interacts with peers about experiences concerning patterns of consumption in different areas of the U.S. or other countries.
R	9.	. . . reads materials on population and environmental control to distinguish between fact and opinion.

SUGGESTED MATERIALS AND RESOURCES

1. *Real Problems Facing Us* (multimedia kit), Eye Gate House; also check with Department of Natural Resources for other films

2. *Controlling Your Furnace To Save Energy* (pamphlet), Cooperative Extension Service, Purdue University (Phase 2)

   Fact Book: Electric Heat (pamphlet), Indianapolis Power and Light Company

   The Energy Crisis: What Can We Do? (pamphlet), check local power and light company or write Texaco (Phase 2)

   A Guide to Electric Waste Watching (pamphlet), Indiana Electric Association (Phase 2)

   How To Use Electric Heat for All It's Worth, the Electric Energy Association (Phase 2)

   Population (study unit), Be Informed Series, New Readers Press (Phase 2)

   Be Informed on Pollution (study unit), Be Informed Series, New Readers Press (Phase 2)

3. *Clean Water* (booklet), Channing L. Bete Company, Inc. (Phase 2)

   Clean Air (booklet), Channing L. Bete Company, Inc. (Phase 2)

   Electric Power/Environment (booklet), Channing L. Bete Company, Inc. (Phase 2)

   Fight Pollution (booklet), Channing L. Bete Company, Inc. (Phase 1)

4. No special materials needed

5-6. See #2 and #3 above

7. Contact agency or special interest group

8. Peer experiences

9. See #2 and #3 above

PERFORMANCE OBJECTIVE: To be aware of the variety of mail and package delivery services and to be able to use them.

SKILLS OBJECTIVES

Reading
The adult learner reads information on mailing and package delivery services.
- Develops vocabulary
- Obtains information
- Recognizes symbols and abbreviations
- Notes details
- Interprets charts and tables
- Follows directions
- Develops alphabetizing skills

Writing
The adult learner writes information which will assist in using mailing and package delivery services.
- Fills out forms
- Addresses envelopes and labels
- Makes list

Speaking, Listening, Viewing
The adult learner views and discusses information on mailing and package delivery services.
- Exchanges information
- Clarifies issues
- Derives personal relevance

Problem Solving
The adult learner decides which means of mailing or package delivery service to utilize and what to do when there is a problem with such service.
- Defines the problem
- Obtains information
- Examines constraints
- Plans alternative strategies
- Determines plan of action

Interpersonal Relations
The adult learner interacts with others to obtain needed mailing or package delivery services.
- Interacts with others
- Explains needs and preferences
- Pinpoints potential conflicts

Computation
The adult learner calculates cost of mailing and package delivery services.
- Adds
- Subtracts
- Multiplies

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

R 1. . . . uses materials from the post office and package delivery agencies to develop vocabulary.

R 2. . . . reads materials related to mail and package delivery services.

W 3. . . . addresses envelopes and fills out package labels.

W	4.	. . . makes a list of the addresses and phone numbers of the local post office and package delivery agencies.
R	5.	. . . uses a list of symbols and abbreviations to develop an understanding of those commonly used in mailing and package delivery, e.g., Rte., R. D., lb., oz., St., Ct.
C	6.	. . . uses examples of stamp purchases in a variety of denominations to calculate total cost.
R/C	7.	. . . uses charts and tables available from the post office and package delivery agencies to determine cost of sending mail or packages and size limitations.
W	8.	. . . completes forms needed for obtaining postal and package delivery services, e.g., registered or certified mail, change of address, package delivery.
R	9.	. . . uses a zip code directory to find the zip codes for selected cities and streets.
SLV/ IPR	10.	. . . interacts with other students on experiences they have had with various package delivery services.
PS	11.	. . . identifies a specific need in relation to mailing a letter or package and determines the best method for sending it (e.g., which class of mail or which package delivery service to use).
C	12.	. . . uses a postal or package delivery charge of a given amount to determine the amount of change to be received when paying with a large bill.
IPR/ PS	13.	. . . interacts with others in a situation (actual or simulated) in which one obtains a mail or package delivery service.
IPR/ PS	14.	. . . role plays the resolution of a problem with mail or package delivery services.
SLV/ R	15.	. . . interacts with a resource person or reads information on materials which are prohibited from being sent by mail or package delivery services.
PS	16.	. . . determines adequate packing methods for various items one may wish to send.

SUGGESTED MATERIALS AND RESOURCES

1. See word list of post office terms at the end of this section and printed materials from the post office and package delivery agencies.
2. Pamphlets from the post office and package delivery agencies

   Consumer's Guide to Postal Services (pamphlet #233C), Consumer Information, free

   How to Pack and Wrap Parcels for Mailing (pamphlet #239C), Consumer Information, free

   Mail Fraud Laws (pamphlet #066D), Consumer Information, free

   Prohibiting Delivery of Offensive Mail (pamphlet #243C), Consumer Information, free
3. Envelopes and package labels
4. Telephone directory
5. Teacher- or student-made list of common mailing and package delivery abbreviations and symbols; also see word list
6. Teacher-made problems
7. Rate charts and tables from the post office and package delivery agencies; letter or postage scale
8. Forms from the post office and package delivery agencies
9. Zip code directory
10. Student experiences
11. See #1 and #2 above and/or local resource person
12. Teacher-made problems
13. No special materials needed
14. See #1 and #2 above and teacher- or student-made hypothetical problems
15. Local resource persons and printed materials from post office or package delivery agency
16. See #15 above

VOCABULARY AND SPELLING LIST FOR CONSUMER ECONOMICS

General

add
application
apprentice
aptitude
auction
balance
bankruptcy
BBB
bonds
booklet
budget
businesses
buyer
carrying charge
cash sales
cashier
cashier's check
cent
Chamber of Commerce
character reference
charge account
C. O. D.
competition
compute
consumer
consumer counselor
consumer protection
contract
cost
cover charge
credit bureau
credit card
credit rating
credit reference
credit sale
currency
debt
deductions
deflation
dime
divide
down payment
earn
economical
economics
education
employee
employer
estimate
expenditures
fee
field trip
financial
fraction
fraud
fringe benefits
funerals
goal
half-dollar
income
income tax
independent
industry
inflation
inheritance tax
installment
interest
interview
inventory
investments
lawyer (attorney)
leisure
loan shark
maximum
medical
medium of exchange
minimum
money
money order
mortgage
multiply
needs
nickel
owe
pamphlet
paper money
pawnbroker
payment
payroll
penny
percentage
planning
price
profit
purchase
quarter
receipt
recession
recreation
reimburse
refund
reposses
resources
responsibilities
resumé
retirement
rights
salary
sales tax
seller

82

service charge
size
spend
stockbroker
stocks
subtract
sum
supervisor
synthesis
take-home pay
tax
time payment
toll
trainee
traveler's check
utilities
void
voucher
wages
wasting
wills
withholding tax

Tax

customs
dependents
deductions 1040, 1040A
duty
depreciation
exemption
exemption certificate
federal
income tax return
internal revenue service
joint return
license
local
long form
receipt
refund
revenue
short form
state
tax
taxes
taxing
taxpayer
W-2 form
W-4 form
withholding

Comparative Shopping and Sales

ads
advertise
advertisements
afford
a la carte
amount
anniversary sale
appliances
article
automatic transmission
bakery
bargain
basic
bulk buying
car title
chain store
cheap
clearance sale
close-out sale
color-fast
compare
convenience
coupon
dairy
deception
defect
department store
discount
discount store
dividends
drip dry
dry goods
durability
expensive
fabric
fade
flier
fuel
gasoline
gimmicks
grocery
hardware
horsepower
irregulars
labor charges
list price
loss leader sale
lubricant
mail order house
manufacturer's sale
men's (women's) furnishings
menu

merchandise
mileage
model close-out sale
nutrition
octane
options
one cent sale
perishable
permanent press
projected needs
promotional sale
purchase
quality
quantity
quantity buying
ready-to-wear
reduction
sale
sanforized
seasonal sale
seconds
shopping
shrink
special purchase sale
specialty shop
spoil (as in food)
standards
standard transmission
staple foods
storewide sale
tip
trading stamps
unit pricing
value
waterproof
water-repellent
wearing apparel
white sale

Banking

asset
bank
bank statement
checking account
collateral
commercial bank
credit union
deposit slip
FDIC
FSLIC
loan
overdrawn
principal (of a loan)
savings account
savings and loan
secured loan
unsecured loan
withdrawal

Packaging

bag
bottle
brand
can
carton
container
contents
convenience foods
cup
foot (ft.) or (')
gallon (gal.)
gross weight
inch (in. or '')
ingredients
jar
label
net weight
ounce (oz.)
package
pint (pt.)
pound (lb.)
quart (qt.)
square yard (sq. yd.)
tablespoon (tbsp.)
teaspoon (tsp.)
ton (t.)
trademark
yard (yd.)
centimeter (cm)
decimeter (dm)
meter (m)
liter (l)
gram (g)
kilogram (kg)
milliliter (ml)
millimeter (mm)
kilometer (km)
square centimeter (cm^2)
cubic centimeter (cm^3)
cubic decimeter (dm^3)
square meter (m^2)
cubic meter (m^3)
square millimeter (mm^2)
cubic millimeter (mm^3)

Post Office and Other Delivery Service Words

address
Address Unknown
air freight
air mail
bus lines
bulk rate
carrier
certified mail
change of address
contents
damage
damage claim
declared value
excess valuation
express
forwarding address
Fragile
Hand Stamp
Handle With Care
Insured
label
limit
loss
mail box
mail chute
mailman
money order
Open This End
packaging
parcel delivery
parcel post
postman
postage due
prohibited articles
railway express
rate
registered
regulations
return address
Return for Additional Postage
return receipt
Return to Sender
sender
shipment
shipper
shipping charge
shipping clerk
shipping label
size
special delivery
stamp
This Side Up
Use No Hooks
weight
zip code
zones
zone chart
1st class mail
2nd class mail
3rd class mail
C.O.D.
ct.
lb.
oz.
P.O.
P.O. Box
Rd.
R.D. #1 or R.R. #1
Rte.
St.
U.P.S.
wt.

Real Estate

acreage
apartment
appreciation
assumption
closing costs
contract
depreciation
duplex
equity
eviction
exterminator
FHA
landlord
lease
lien
mortgage
property
real estate
rent
resale value
security deposit
shelter
sublease
sublet
tenant
VA

Insurance

collision insurance
comprehensive insurance
coverage
deductible
group insurance
guarantee
health insurance
homeowner's insurance
insurance
liability insurance
life insurance
pension
premium
service contract
social security
term insurance
unemployment insurance
veteran's benefits
warranty
workman's compensation

ADDITIONAL MATERIALS AND RESOURCES FOR CONSUMER ECONOMICS

Performance Objectives	Materials
19	*A Consumer's Arsenal* (book), by John Dorfman, Praeger Publishers
5	*A Department Store in the Classroom: A Guide to the Catalog and Other Community Resources for Consumer Education Classes* (booklet), Sears, Consumer Information Services (teacher resource)
1 — 20	*The American Consumer* (textbook, student activity guide and teacher's manual), McGraw-Hill Book Company, Gregg/Community College Division (teacher resource)
14	*Buying a Car* (multimedia kit), Mafex Media Aids, Inc. (Phase 2)
12, 14, 15, 18	*Cars, Furniture and Appliances,* Modern Consumer Education MODS, Grolier Education Corporation (Phases 1 — 2)
4, 6, 7, 8, 12	*Consumer Education Buying Right* (set of six sound filmstrips), Eye Gate House (Phases 1 — 2)
10	*The Consumer* (book), by Gerald Leinwan, Pocket Books (teacher resource)
15	*Consumer Guide/How It Works and How To Fix It* (book), Signet Books, Ludington News Company, Inc.
6, 10	*Consumer Reports* (magazine), articles on relevant subjects, Consumer Union of United States, Inc. (Phase 2, teacher resource)
3, 16, 17	*Dollars and Sense* (sound filmstrip), Troll Associates
1 — 20	*Economics From the Consumer's Perspective* (book), Science Research Associates (teacher resource)
11	*Essentials of Auto Mechanics* (worktext), by Charles E. Pearce, Hawkes Publishing, Inc., Educational Division (Phase 1)
14	*Financing a Car* (multimedia kit), Mafex Media Aids, Inc. (Phase 2)
7, 8, 9, 13	*Food, Clothing and Shelter,* Modern Consumer Education MODS, Grolier Education Corporation (Phases 1 — 2)
12	*Housing, Furniture and Appliances* (book), Contemporary Consumer Modular Series, McGraw-Hill Book Company, Gregg/Community College Division (Phase 2)
3	*How to Avoid The 10 Biggest Home Buying Traps* (book), by A.M. Watkins, Hawthorn Books
8	*How to Be a Wise Consumer* (pamphlet), Oxford Book Company, Inc. (Phase 2)
10	*How to Use Advertising* (Unit 1 of a resource kit for teaching consumer education), published by Changing Times Education Service (Phase 2)
17	*How to Use Credit Wisely* (sound filmstrip), McIntyre Productions, Inc.

19	*Justice in the Marketplace* (two sound filmstrips), Changing Times Education Service
6, 7, 8, 9, 10, 12	*Let the Buyer Beware* (set of six sound filmstrips), Eye Gate House (Phases 1 — 2)
3, 7, 12, 13, 14, 15, 16, 18, 19, 21	Library of Adult Basic Education Learning Activity Packets, series of 74 booklets, PAR Incorporated (Phases 1 — 2)
2	*The Magnificent Metric System* (book), by Don Berggren, Woodbridge Press Publishing Company (Phase 1)
4, 6, 8, 12, 13, 16, 17, 18, 19	*Managing the Family's Affairs* (set of 12 sound filmstrips), Eye Gate House (Phases 1 — 2)
6, 7, 8, 10, 12, 14, 19	*The Marketplace* (three-unit multimedia kit), Changing Times Education Service (Phase 2)
2	*The Meter Reader — A Metric Workbook* (worktext), Fearon Publishers (Phases 1 — 2)
2	*Metrics* (programmed instructional book), by Joan Blodgett, Woodbridge Press Publishing Company (Phase 1)
2	*The Metric Survival Kit* (multimedia kit), Mafex Media Aids, Inc. (Phases 1 — 2)
1	*Money Makes Sense* and *Using Dollars and Sense* (worktexts), Pacemaker Practical Arithmetic Series, Fearon Publishers (Phases 1 — 2)
3	*Money Management* (book), Contemporary Consumer Modular Series, McGraw-Hill Book Company, Gregg/Community College Division (Phase 2)
4, 6, 7, 8, 12, 16, 17	*Money Management* (multimedia kit), Changing Times Education Service (Phase 2, teacher resource)
8	*Money Management: Your Shopping Dollar* (pamphlet), Money Management Institute of Household Finance Corporation (Phase 2), free
1, 2	*Plan General Math* (individualized course kit), Westinghouse Learning Corporation (Phase 2)
1, 2, 3, 4, 16, 17, 19	*Plan Survival Skills* (individualized course kit), Westinghouse Learning Corporation (Phase 2)
18	*Protecting Family Health and Security,* Modern Consumer Education MODS, Grolier Education Corporation (Phases 1 — 2)
16	*Running Press Glossary of Banking Language* (book), by Laila Batz, Running Press (teacher resource)
13	*Running Press Glossary of Real Estate Language* (book), by Charles C. Volpe, Running Press (teacher resource)
14	*Shopping for a Car* (multimedia kit), How to Shop Wisely Series, The New York Times Co. (Phases 1 — 2)
17	*So You Want to Use Credit* (two sound filmstrips), Changing Times Education Service

1, 2	*Spectrum Math Series* (worktexts), Laidlaw Brothers, Red and Orange books (Phase 1); Yellow and Green books (Phase 2)
13	*Summary of Information for Shippers of Household Goods* (booklet), Superintendent of Documents, U.S. Government Printing Office (teacher resource)
1 — 20	*Teaching Consumer Education: A Common-Sense Approach* (book, teaching guide), Rutgers State University (teacher resource)
19	*Typical Gyps and Frauds* (two sound filmstrips), Changing Times Education Service (Phase 2)
17	*Using Someone Else's Money* (sound filmstrip), Journal Films, Inc.
4, 16, 17	*Ways to Handle Money,* Modern Consumer Education MODS, Grolier Education Corporation (Phases 1 — 2)
8, 10	*Ways to Shop,* Modern Consumer Education MODS, Grolier Education Corporation (Phases 1 — 2)
14	*When You Buy a Car* (multimedia kit), Journal Films, Inc.
16	*Working Makes Sense,* Pacemaker Practical Arithmetic Series, Fearon Publishers (Phases 1 — 2)
19	*You and the Law,* Modern Consumer Education MODS, Grolier Education Corporation (Phases 1 — 2)
3	*Your Tax Dollar* (sound filmstrip), The New York Times Co. (Phases 1 — 2)

Occupational Knowledge

Goal: **To develop a level of occupational knowledge which will enable adults to secure employment in accordance with their individual needs and interests.**

Occupational Knowledge

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PERFORMANCE OBJECTIVE: To identify sources of information which may lead to employment.

SKILLS OBJECTIVES

Reading
The adult learner reads sources of information which may lead to employment.
- Develops vocabulary
- Obtains information
- Draws conclusions
- Scans materials
- Recognizes abbreviations

Writing
The adult learner writes information which will assist in obtaining a job.
- Makes a list
- Conveys information
- Prepares persuasive statements

Speaking, Listening, Viewing
The adult learner listens to radio and TV announcements concerning availability of job(s) and engages in discussion of sources.
- Follows directions
- Obtains information
- Makes inferences and/or draws conclusions
- Derives personal relevance

Problem Solving
The adult learner decides which source(s) will best meet personal needs.
- Describes problem
- Obtains needed information
- Examines personal values
- Examines constraints
- Plans alternate strategies
- Selects best strategy

Interpersonal Relations
The adult learner interacts with people having knowledge of job information.
- Interacts with others
- Explains goals, ambitions, interests, preferences and needs

Speaking, Listening, Viewing/Interpersonal Relations
The adult learner develops job interview skills.

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

R/W 1. . . . writes a list of words and abbreviations found in job-related ads.

R 2. . . . reads an article dealing with the various ways of getting a job.

SLV 3. . . . discusses various ways to learn about job opportunities.

R 4. . . . scans employment ads to locate jobs which may be of interest.

R 5. . . . reads actual employment ads and selects those which are the most interesting.

SLV 6. . . . listens to radio and TV announcements concerning the availability of jobs, or tapes which give simulated announcements of job availability.

IPR 7. . . . interacts with others by discussing job source information with teachers, friends, family and employment agency personnel.

W 8. . . . makes a list of various sources of information which may lead to employment.

W 9. . . . writes a job wanted ad.

PS 10. . . . assesses personal values in regard to job constraints.

PS 11. . . . discusses own personal values in relation to job constraints.

PS 12. . . . decides which source of employment information should be considered when looking for a job.

IPR 13. . . . visits the nearest Employment Securities Division and becomes acquainted with the kind of assistance provided in obtaining a job.

SUGGESTED MATERIALS AND RESOURCES

1. See word lists at the end of this section

   Money in the Pocket, Getting Along Series of Skills Workbooks, Frank E. Richards Publishing Company (Phase 1)

   Newspaper — want ads section

2. *How to Find a Job* (pamphlet), New Readers Press (Phase 1)

   Getting and Holding a Job (worktext), Frank E. Richards Publishing Company (Phase 2)

   Finding Work (worktext), Follett Publishing Company (Phase 2)

   Job Hunting Secrets and Tactics (book), Follett Publishing Company (Phase 2)

3. Resource person from Employment Security Division or a select company

   Finding Your Job (six sound filmstrips), Eye Gate House (Phases 1 — 2)

4-5. Community and local newspapers and/or other newspapers

6. Listen to radio and TV job announcements or teacher-made tapes

7. Teacher, fellow students, Employment Security Division representatives

8. No special materials needed

9. Use newspaper ads for a model

10-11. No special materials needed

12. *After School is Out*, Getting Along Series of Skills Workbooks, Frank E. Richards Publishing Company (Phase 1)

13. Teacher will assist the adult learner in arranging the visit

PERFORMANCE OBJECTIVE: To be aware of vocational testing and counseling methods which help prospective employees identify job interests and qualifications.

SKILLS OBJECTIVES

Reading
The adult learner reads general information or a checklist about vocational testing and counseling services.
- Develops vocabulary
- Uses references
- Obtains information

Writing
The adult learner writes information on vocational testing and counseling services.
- Makes a list

Speaking, Listening, Viewing
The adult learner views and discusses the information on vocational testing and counseling and what is available in the community.
- Obtains information
- Identifies purpose
- Draws conclusions
- Derives personal relevance

Problem Solving
The adult learner considers the vocational testing and counseling services that are needed, where they are available and how to apply and prepare for them.
- Describes problem or situation
- Obtains needed information
- Examines constraints
- Plans alternate strategies in terms of constraints
- Selects the best strategy

Interpersonal Relations
The adult learner discusses testing and counseling needs with a resource person.
- Interacts with others
- Explains goals, ambitions, interests, preferences and needs
- Identifies potential conflicts

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

R 1. . . . uses pamphlets, brochures and other printed material to develop a reading vocabulary in vocational testing and counseling services.

IPR 2. . . . discusses with a counselor various types of vocational tests and what their results would indicate.

SLV 3. . . . discusses with the instructor the vocational testing services available in the community.

W 4. . . . writes a list containing the names of agencies, their telephone numbers and available services appropriate to the learner.

SLV 5. . . . listens to resource persons from agencies which administer vocational testing and conduct counseling services.

R 6. . . . reads topical information on how to take vocational tests.

PS 7. . . . selects the vocational testing and counseling services needed and the agency where they can be obtained.

PS 8. . . . narrows down the selection of individual occupational preferences based on test results and reviews needed subject areas (e.g., math, English).

IPR 9. . . . identifies with a teacher or job counselor potential conflict between experiential background and job goals and how to resolve any problems.

IPR 10. . . . discusses with peers how vocational testing and counseling have been helpful.

SUGGESTED MATERIALS AND RESOURCES

1. See word list at the end of this section

   An Instructional Program for Employability Orientation, Human Resources Research Organization

   Career and Life Planning Guide (worktext), Follett Publishing Company (Phase 2)

2. *Foundations of Citizenship* (book), Frank E. Richards Publishing Company (Phase 2)

   Resource person — guidance counselor, personnel manager from business

3. Resource person from Indiana State Employment Services and/or Indiana Rehabilitation Services and Information (317/633-6942)

4. Telephone directory with local areas represented in the telephone book

   We Learn About the Telephone (pamphlet), American Telephone and Telegraph Company (Phase 1), free

   How to Use Telephones (pamphlet), New Readers Press (Phase 1)

   What About Your Manners on the Phone? (pamphlet), Personal Development Institute, Morehead State University (Phase 2), free

5. Resource person — Vocational Rehabilitation Division

   Personnel manager from business or industry

6. *You, Your Job . . . and Change* (book), Oxford Book Company, Division of William H. Sadlier, Inc. (Phase 1)

   How To Get a Job and Keep It (worktext), Steck-Vaughn Company (Phases 1 — 2)

   Job Hunting: Secrets and Tactics (book), Follett Publishing Company (Phase 2)

7. Utilizes information gained from learning activities listed above

8. Materials supplied by teacher as needed

9. Resource person (teacher or job counselor)

10. Peer experiences

PERFORMANCE OBJECTIVE: To be aware of occupational categories in terms of on-the-job activities and job experience required.

SKILLS OBJECTIVES

Reading
The adult learner reads material about job information.
- Makes inferences
- Obtains information
- Draws conclusions

Writing
The adult learner writes job information.
- Writes a summary

Speaking, Listening, Viewing
The adult learner discusses the on-the-job activities and the job experience and educational requirements necessary for different job categories.
- Obtains information
- Draws conclusions
- Derives personal relevance

Problem Solving
The adult learner determines which occupational categories are best suited to personal needs and experience.
- Examines constraints
- Obtains needed information
- Examines personal values
- Describes situation
- Plans alternate strategies
- Selects the best strategy

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

R 1. . . . reads and understands vocabulary dealing with certain job terms.

R 2. . . . reads job descriptions and requirements.

SLV 3. . . . listens to and discusses with the teacher, fellow students or resource person various occupational categories and requirements.

R 4. . . . uses references concerning jobs.

PS 5. . . . discusses various jobs with reference to past or future education or training and indicates preference and needs.

SLV 6. . . . discusses the minimum requirements for obtaining a preferred job.

R 7. . . . reads materials concerning job activities and infers the types of activities a given job may require.

W 8. . . . writes a summary of past work experience.

SUGGESTED MATERIALS AND RESOURCES

1. See word list at the end of this section

   How to Get A Job (pamphlet), The President's Committee on Employment of the Handicapped (Phase 2)

   Jobs From A to Z (booklet), Frank E. Richards Publishing Company (Phase 1)

2. *Getting A Job* (book), Fearon Publishers (Phase 1)

   Occupations (booklets), New Readers Press (Phase 1)

   Getting That Job and *You and Your Occupation* (booklets), Accent/World of Work Series, Follett Publishing Company (Phase 1)

3. *Work for Everyone* (booklet), Frank E. Richards Publishing Company (Phase 2)

4. *It's Up To You* (book), Opportunity Knocks Series, McGraw-Hill Book Company (Phase 2)

   Handbook of Job Facts (book), Science Research Associates (teacher resource)

5. Draws on information from learning activities above

6. Teacher, guidance counselor or resource person from business or industry

7. Job reference materials

8. No special materials needed

PERFORMANCE OBJECTIVE: To understand the differences among commercial employment agencies, government employment agencies and private employers.

SKILLS OBJECTIVES

Reading
The adult learner reads materials on the services offered by employment agencies.
- Develops vocabulary
- Obtains information
- Draws conclusions
- Alphabetizes
- Interprets

Writing
The adult learner writes information on employment agencies.
- Seeks information

Speaking, Listening, Viewing
The adult learner discusses various employment services which are available in the community.
- Obtains information
- Interprets ideas

Problem Solving
The adult learner decides which, if any, of the various employment agencies best fits personal needs.
- Describes the need
- Obtains needed information
- Examines constraints
- Selects the best strategy

Computation
The adult learner computes and compares the fees charged by commercial employment agencies.
- Adds decimals
- Subtracts decimals
- Multiplies decimals
- Divides decimals
- Converts percentages to decimals

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

R 1. . . . reads printed material on the services offered by employment agencies.

SLV 2. . . . through discussion with a resource person, becomes aware of the various employment agencies in the community and their role in employment.

SLV 3. . . . discusses the advantages and disadvantages of state, private and commercial employment agencies.

R 4. . . . locates and reads ads placed by employment agencies.

SLV 5. . . . reads newspaper ads (or other media) and discusses the differences between ads placed by private and state employment agencies.

R 6. . . . uses a phone book to locate various commercial and governmental employment agencies in the community.

C 7. . . . computes fees charged by local commercial employment agencies (e.g., flat percentage or fee plus percentage).

PS 8. . . . discusses employment agencies, examines constraints and indicates preference.

W 9. . . . lists the appropriate employment agencies to contact for a given type of job which is of interest.

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SUGGESTED MATERIALS AND RESOURCES

1. Brochures, pamphlets and printed materials from employment agencies

   Be Informed On Finding A Job (pamphlet), New Readers Press (Phase 2)

   Job Hunting Secrets and Tactics (book), Follett Publishing Company (Phase 2)

2. Resource person from local employment agencies in the community

3. *You, Your Job . . . and Change* (book), Oxford Book Company (Phase 1)

   Getting and Holding a Job (booklet), Frank E. Richards Publishing Company (Phase 2 or teacher resource)

4-5. Newspaper and magazine job ads

6. Telephone book

   We Learn About the Telephone (pamphlet), American Telephone and Telegraph Company (Phase 1)

   How to Use Telephones (pamphlet), New Readers Press (Phase 1)

7. Information from local commercial employment agencies

   Basic math materials supplied by teacher as needed

8. Refer to #1, 2, 7

9. No special materials needed

PERFORMANCE OBJECTIVE: To prepare for job applications and interviews.

SKILLS OBJECTIVES

Reading
The adult learner reads job application interview materials.
- Develops vocabulary
- Follows directions
- Puts items in sequences

Writing
The adult learner writes job application information.
- Fills out forms
- Writes a summary

Speaking, Listening, Viewing
The adult learner discusses information and procedures needed for applying for a job.
- Conveys or seeks information
- Organizes information
- Makes a factual presentation
- Persuades

Problem Solving
The adult learner determines and selects resources which will provide sufficient instruction for completing job applications and preparing for a successful interview.
- Describes the problem or situation
- Obtains needed information
- Examines constraints
- Plans alternate strategies
- Selects the best strategy

Interpersonal Relations
The adult learner discusses job preparation with people having knowledge and information.
- Interacts with others
- Explains goals, ambitions, interests, preferences and needs

Speaking, Listening, Viewing/Interpersonal Relations
- Seeks information
- Conveys information
- Explains his goals, interests and needs
- Persuades

Computation
The adult learner computes the cost of a job interview.
- Adds decimals

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

R 1. . . . uses word lists and application forms to develop a reading vocabulary of job application and interview terms.

SLV 2. . . . discusses with the teacher (or in a group) the types of information requested on most job applications, such as past employment, references, school background, etc.

R 3. . . . writes a letter asking for an application form, addresses envelope and prepares it for mailing.

R 4. . . . reads job application forms.

R 5. . . . fills out applications, making sure to include important information (e.g., social security number, list of past employers, references with addresses, etc.).

SLV 6. . . . discusses the reasons for completing a resumé and information that should be included on it.

R 7. . . . reads sample resumés.

W 8. . . . practices writing a resumé.

PS 9. . . . compiles a personal job application packet.

SLV/IPR 10. . . . views available media relating to job interviews, discusses the reason for job interviews and the preparation that should be taken, such as reading ads and filling out job applications.

R 11. . . . reads how to conduct oneself during a job interview.

SLV/IPR 12. . . . discusses the qualifications a prospective employer looks for during the interview (appearance, promptness, etc.).

IPR 13. . . . role plays a job interview.

C 14. . . . computes the cost of a job interview (transportation, phone calls, letters, etc.).

PS 15. . . . determines types of resources which will aid in filling out job applications and preparing for job interviews and decides on the best method of obtaining that help.

SUGGESTED MATERIALS AND RESOURCES

1. See word list at end of this section

   Job application forms collected from various companies

   Application Forms (book), Frank E. Richards Publishing Company (Phase 1)

   Getting Started (Communications Book 1), Follett Publishing Company (Phase 1)

   Job Hunting Secrets and Tactics (book), Follett Publishing Company (Phase 2)

2. Resources from #1 above

3. *Handful of Letters* (workbook), Regents Publishing Company (Phase 1)

   How to Read and Write Business Letters (study unit), New Readers Press (Phase 2)

4. Resources from #1 above

5. Resources from #1 above

6. *Be Informed on Finding A Job Series* (study unit), New Readers Press (Phase 1)

   Getting A Job (book), Fearon Publishers (Phase 1)

7. *Job Resumés* (book), Grossett and Dunlap, Inc. (Phase 1)

8. Resources from #1, 6 and 7 above

9. Draws on resources from #6 above

10. *Career Decisions: Finding, Getting and Keeping a Job* (multimedia kit), borrow through your local J.C. Penney Company store (teacher resource)

    The Job Interview (sound filmstrip), Finding Your Job Series, Eye Gate House (Phases 1 — 2)

11. *After School Is Out* (workbook), Getting Along Series, Frank E. Richards Publishing Company (Phase 1)

    The Jobs You Get (book), Turner-Livingston Series, Follett Publishing Company (Phase 1 — 2)

    Working With Others (book), Family Development Series, Steck-Vaughn Company (Phase 2)

12. Resources from #10 and 11 above; resource person from local industry's personnel division

13. *How To Get A Job* (book), Addison-Wesley Publishing Company (Phase 1 — 2)

    Application Forms (workbook), Frank E. Richards Publishing Company (Phase 1)

14. *You and Your Pay* (book), Accent/World of Work Series, Follett Publishing Company (Phase 1)

    Using Your Money Series (workbook I), Frank E. Richards Publishing Company (Phase 1)

15. Resources from #6 and 13 above

PERFORMANCE OBJECTIVE: To know the attitudes and behaviors which are important to the maintenance and upgrading of employment.

SKILLS OBJECTIVES

Reading
The adult learner reads information on attitudes and behaviors which are important to the maintenance and upgrading of employment.
- Develops vocabulary
- Obtains information
- Draws conclusions
- Generalizes to similar situation
- Derives personal relevance

Writing
The adult learner writes information on job attitudes and behavior.
- Makes notes
- Makes a list

Speaking, Listening, Viewing
The adult learner discusses information on work attitudes, behavior and job training.
- Seeks information
- Describes personal view

Problem Solving
The adult learner determines job attitudes and behaviors which are relevant to one's employment.
- Defines the problem
- Obtains information
- Examines personal values
- Examines constraints
- Selects the best strategy

Interpersonal Relations
The adult learner interacts with an employer (foreman, supervisor, union steward, etc.; real or simulated) concerning his specific attitudes and behavior in relation to his job.
- Interacts with others
- Explains goals and needs
- Resolves problems or conflicts

Computation
The adult learner calculates expense of retraining, continuing education or professional development.
- Adds
- Multiplies
- Divides

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

SLV 1. . . . views/listens to a presentation on work attitudes and behaviors and discusses these with the instructor or fellow students.

R 2. uses word lists to develop a working vocabulary.

R 3. . . . reads booklets, pamphlets or other printed materials on work attitudes and behaviors and relates the information to personal situation.

PS/IPR 4. . . . selects a work situation which is of interest and interacts with personnel employed in that field to identify the specific job attitudes and behaviors relevant to that situation.

W 5. . . . keeps notes on the information gathered in the work site discussion in #4.

IPR/PS 6. . . . compares information (in discussion with the instructor or other students) on work attitudes and behaviors gathered from reading and the face-to-face encounters in #3 and 4.

W 7. . . . develops a self-check list from the reading and discussion of some important work attitudes and behaviors.

IPR 8. . . . in an actual or simulated work situation, interacts with an employer (foreman, supervisor, union steward, etc.) concerning specific attitudes and behavior in relation to the job.

SLV 9. . . . interacts with a resource person to explore the importance of job-related training.

R 10. . . . reads information on job training and job-related skill development opportunities available.

SLV 11. . . . interacts with a resource person on available job training programs and discusses procedures for entering these.

C 12. . . . calculates the expenses (money and time) involved in training programs, continuing education, etc.

SUGGESTED MATERIALS AND RESOURCES

1. *Career Decisions: Finding, Getting and Keeping a Job* (multimedia kit), borrow through your local J.C. Penney Company store (Phases 1 — 2, teacher resource)

   Working For Someone Else (sound filmstrip), Finding Your Job Series, Eye Gate House (Phases 1 — 2)

2. See word list at end of this section

   After School Is Out, Getting Along Series of Skill Workbooks, Frank E. Richards Publishing Company (Phase 1)

   Al Looks For a Job (book), Frank E. Richards Publishing Company (Phase 1)

3. See #2 above

   On the Job (booklet), Frank E. Richards Publishing Company (Phase 1)

   Working With Others (book), Family Development Series, Steck-Vaughn Company (Phase 2)

   The World of Work (worktext), New Readers Press (Phase 2)

4. See #2 and 3 above

   Work for Everyone (worktext), Frank E. Richards Publishing Company (Phase 2)

5. See #4

6. See #3, 4 and 5

7. See #3, 4, 5 and 6

8. *How to Get a Job* (multimedia kit), Addison-Wesley Publishing Company (Phases 1 — 2)

   Springboard (skilltext), Special Service Supply (Phases 1 — 2)

9. Resource person — personnel manager from business or industry, director of vocational training department of public school, etc.

10. *Keeping That Job* (book), Accent/World of Work Series, Follett Publishing Company (Phase 1)

    Training For a Job (worktext), Turner Career Guidance Series, Follett Publishing Company (Phase 2)

11. See #9 above

12. Local institution educational fees

PERFORMANCE OBJECTIVE: To know the financial and legal aspects of employment.

SKILLS OBJECTIVES

Reading
The adult learner reads job-related materials on the legal and financial aspects of employment (pay scale, fringe benefits, etc.).
- Develops vocabulary
- Obtains information
- Makes comparisons
- Derives personal relevance

Writing
The adult learner completes financial forms related to employment.
- Fills out forms

Speaking, Listening, Viewing
The adult learner discusses the financial and legal benefits and responsibilities of employment.
- Conveys or seeks information
- Derives personal relevance
- Persuades or appeals to emotions

Problem Solving
The adult learner identifies strategies for resolving financial and legal employment problems.
- Obtains needed information
- Examines personal values
- Examines constraints

Interpersonal Relations
The adult learner discusses financial and legal aspects of employment with knowledgeable people.
- Interacts with others
- Explains goals, ambitions, interests, preferences and needs

Computation
The adult learner computes the financial aspects of employment.
- Divides numbers
- Adds decimals
- Subtracts decimals
- Multiplies decimals
- Divides decimals
- Multiplies fractions

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

R 1. . . . reads a precompiled list of vocabulary words and abbreviations taken from various employment forms.

R/SLV 2. . . . reads the various forms involved in employment and discusses them with the instructor (such forms as W2, W4, social security, pension and insurance).

R 3. . . . reads and discusses information contained on an earnings statement.

C 4. . . . calculates personal salary based upon hourly rate and piecework rate.

R/C 5. . . . uses the earnings statement to note and verify deductions (federal, state and local taxes; retirement; social security; insurance; etc.) and net pay.

R 6. . . . reads and discusses printed materials on the financial and legal aspects of employment.

C 7. . . . calculates overtime pay based upon time-and-a-half or double-time.

R 8. . . . reads forms concerning and relating to social security (applying for a social security card and/or insurance forms).

W 9. . . . practices completing sample social security forms.

SLV/IPR 10. . . . discusses the purposes, benefits and obligations of belonging to a labor union and credit union.

SLV 11. . . . becomes aware, through discussion, of the optional job benefits that might be offered in a job situation, such as profit sharing and bonds.

PS 12. . . . role-plays interaction with a union steward to resolve a specific financial or legal problem.

PS 13. . . . interacts with a resource person to discover legal rights on the job.

IPR 14. . . . discusses with a resource person responsibilities to the employer in light of employer costs, benefits, etc.

PERFORMANCE OBJECTIVE: To know the financial and legal aspects of employment.

SKILLS OBJECTIVES

Reading
The adult learner reads job-related materials on the legal and financial aspects of employment (pay scale, fringe benefits, etc.)
- Develops vocabulary
- Obtains information
- Makes comparisons
- Derives personal relevance

Writing
The adult learner completes financial forms related to employment.
- Fills out forms

Speaking, Listening, Viewing
The adult learner discusses the financial and legal benefits and responsibilities of employment.
- Conveys or seeks information
- Derives personal relevance
- Persuades or appeals to emotions

Problem Solving
The adult learner identifies strategies for resolving financial and legal employment problems.
- Obtains needed information
- Examines personal values
- Examines constraints

Interpersonal Relations
The adult learner discusses financial and legal aspects of employment with knowledgeable people.
- Interacts with others
- Explains goals, ambitions, interests, preferences and needs

Computation
The adult learner computes the financial aspects of employment.
- Divides numbers
- Adds decimals
- Subtracts decimals
- Multiplies decimals
- Divides decimals
- Multiplies fractions

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

R 1. . . . reads a precompiled list of vocabulary words and abbreviations taken from various employment forms.

R/SLV 2. . . . reads the various forms involved in employment and discusses them with the instructor (such forms as W2, W4, social security, pension and insurance).

R 3. . . . reads and discusses information contained on an earnings statement.

C 4. . . . calculates personal salary based upon hourly rate and piecework rate.

R/C 5. . . . uses the earnings statement to note and verify deductions (federal, state and local taxes; retirement; social security; insurance; etc.) and net pay.

R 6. . . . reads and discusses printed materials on the financial and legal aspects of employment.

C 7. . . . calculates overtime pay based upon time-and-a-half or double-time.

R 8. . . . reads forms concerning and relating to social security (applying for a social security card and/or insurance forms).

W 9. . . . practices completing sample social security forms.

SLV/ IPR 10. . . . discusses the purposes, benefits and obligations of belonging to a labor union and credit union.

SLV 11. . . . becomes aware, through discussion, of the optional job benefits that might be offered in a job situation, such as profit sharing and bonds.

PS 12. . . . role-plays interaction with a union steward to resolve a specific financial or legal problem.

PS 13. . . . interacts with a resource person to discover legal rights on the job.

IPR 14. . . . discusses with a resource person responsibilities to the employer in light of employer costs, benefits, etc.

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SUGGESTED MATERIALS AND RESOURCES

1. See list at end of this section

   Earnings statements, time cards, etc., collected from various businesses and industries in the community

   Application Forms (workbook), Frank E. Richards Publishing Company (Phase 1)

2. Teacher collection of such forms as W2, W4, social security, pension and insurance

   Foundations of Citizenship (workbook), Frank E. Richards Publishing Company (Phase 2)

3. Sample earnings statement

4. *Using Money Series* (book), Frank E. Richards Publishing Company (Phase 2)

5. Sample earnings statements

6. *Money in the Pocket* (workbook), Getting Along Series, Frank E. Richards Publishing Company (Phase 1)

   Paycheck (booklet), Accent/Jobs and Job Models, Follett Publishing Company (Phase 2)

   Family of Five (booklet), Accent/Family Finances, Follett Publishing Company (Phase 2)

   Foundations of Citizenship (workbook), Frank E. Richards Publishing Company (Phase 2)

7. Sample earnings statements and time records

   Useful Arithmetic, Vol. I (workbook), Frank E. Richards Publishing Company (Phase 1)

8. *Fundamental Forms Skilltext* (worktext), Special Service Supply (Phase 2)

   How to Read Personal and Business Papers (study unit), Reading for Living Series, New Readers Press (Phase 2)

9. See #8 above and sample social security application forms.

10. Resource persons from labor union and credit union.

    This is the AFL-CIO (pamphlet), American Federation of Labor (Phase 1)

11. Resource person from personnel management in business or industry

12. Simulated life situation

13. Resource person from legal aid, etc.

14. See #11 above

PERFORMANCE OBJECTIVE: To understand aspects of employment, other than financial, which would affect the individual's satisfaction with a job.

SKILLS OBJECTIVES

Reading
The adult learner reads job-related materials to understand aspects of employment, other than financial, which would affect the individual's satisfaction with a job.
- Develops vocabulary
- Obtains information
- Identifies purpose
- Interprets ideas

Writing
The adult learner lists aspects of employment, other than financial, which will affect the individual's satisfaction with a job.
- Makes lists

Speaking, Listening, Viewing and Interpersonal Relations
The adult learner interacts with a resource person to identify factors related to job satisfaction.
- Seeks or conveys information
- Interacts with others
- Derives personal relevance

Problem Solving
The adult learner identifies strategies for resolving problems relating to job satisfaction.
- Obtains information
- Examines personal values
- Examines constraints
- Plans alternative strategies

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

R	1.	. . . reads materials related to aspects of employment, other than financial, which would affect satisfaction with a job.
R	2.	. . . reads examples of cases of dissatisfaction on the job.
W	3.	. . . lists aspects (other than financial) of satisfaction with a job, including job safety and health hazards.
PS	4.	. . . discusses the cases from activity #2 and considers alternative ways of solving each problem.
SLV/ IPR	5.	. . . interacts with others about past employment experiences (satisfying factors or elements of dissatisfaction).

SUGGESTED MATERIALS AND RESOURCES

1. *They Work and Serve* (book), Steck-Vaughn Company (Phase 2)

   On the Job (book), Frank E. Richards Publishing Company (Phase 1)

2. *Mack Works In a Clothing Factory* (booklet), Frank E. Richards Publishing Company (teacher resource)

3. Personal listing by student

4. See #2 above

5. No special materials required

PERFORMANCE OBJECTIVE: To be aware of the services which are available to unemployed persons and to be able to implement various strategies which will reduce the stress of unemployment.

SKILLS OBJECTIVES

Reading
The adult learner reads information on how to deal with unemployment and on services which are available to the unemployed.
- Develops vocabulary
- Obtains information
- Reads maps
- Derives personal relevance
- Alphabetizes
- Skims

Writing
The adult learner writes information on various aspects of unemployment.
- Fills out forms
- Makes notes
- Makes lists

Speaking, Listening, Viewing
The adult learner views, listens to and discusses information on unemployment.
- Seeks information
- Presents information
- Describes personal view

Problem Solving
The adult learner determines how to deal with the various problems arising from unemployment.
- Defines the problem
- Obtains information
- Discusses alternatives
- Decides on a plan of action

Interpersonal Relations
The adult learner interacts with others regarding unemployment.
- Explains needs
- Resolves conflict

Computation
The adult learner calculates mathematical problems which relate to unemployment.
- Adds
- Subtracts
- Multiplies
- Divides

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

R 1. . . . develops vocabulary related to unemployment.

R 2. . . . reads pamphlets, brochures and other information on dealing with problems of unemployment.

R 3. . . . reads information on agencies which provide services to the unemployed.

R 4. . . . uses a map to determine the location of agencies which provide help for the unemployed.

IPR 5. . . . interacts with a union steward or other individual at place of employment to determine the occasions when workmen's compensation or disability insurance could be drawn.

SLV 6. . . . discusses with a resource person the nature and value of services to the unemployed from various community agencies.

W 7. . . . fills out forms which are necessary in applying for assistance (e.g., workmen's compensation, disability insurance, welfare, etc.)

R/W 8. . . . makes notes on items read in materials on unemployment for personal reference.

W 9. . . . makes lists of personal skills and abilities and agencies where an individual could seek employment.

R 10. . . . skims employment ads to locate temporary or permanent work based on personal skills and abilities.

R/W 11. . . . writes down phone numbers and street addresses of potential employers.

IPR 12. . . . interacts with friends and relatives to discover job opportunities of which they may be aware.

SLV 13. . . . discusses with a resource person the type of agencies which provide job training and the qualification for such services.

PS 14. . . . notifies creditors of personal unemployment and requests reduction and extension of payments.

C/PS 15. . . . calculates the minimum amount of money which is needed each week for personal or family needs and determines alternate means of making such money.

SLV 16. . . . discusses with peers the various methods of dealing with unemployment problems.

SUGGESTED MATERIALS AND RESOURCES

1. Teacher-made list
2. *Public Service Employment: Jobs for All* (pamphlet), Public Affairs Pamphlets (teacher resource)

   My Job was Taken By a Button (book), Portal Press
3. *What Everyone Should Know About Getting a Job* (booklet), Channing L. Bete Company (teacher resource)

   The World of Work (book), New Readers Press (Phase 2)

   Twenty Six Ways to Land That Job You're Seeking, Snelling and Snelling (Phase 1), free

   Wanting a Job (book), Turner-Livingston Series, Follett Educational Corporation (Phase 2)

   Looking For a Job (book), Turner-Livingston Series, Follett Educational Corporation (Phase 2)

   Job Finding Techniques for Mature Women (Pamphlet #12), Superintendent of Documents, U.S. Government Printing Office (teacher resource)

   Be Informed on Finding a Job (study unit), Be Informed Series, New Readers Press (Phase 1)
4. Local map and addresses of employment agencies
5. No special materials needed
6. Resource person from community agency which provides services to the unemployed
7. Welfare forms, workmen's compensation forms, disability insurance forms, etc.
8. See #3 above
9. Student-made list
10. Employment ads from the local paper
11. Local phone book
12. No special materials needed
13. Job counselor
14. Individual creditors
15. Student-made budget
16. Personal experiences of students

PERFORMANCE OBJECTIVE: To develop an understanding for retirement and to be able to deal effectively with it.

SKILLS OBJECTIVES

Reading
The adult learner reads information concerning preretirement and retirement planning.
- Develops vocabulary
- Obtains information
- Draws conclusions

Writing
The adult learner writes a list of organizations in the community which deal with retirement needs.
- Makes a list

Speaking, Listening, Viewing
The adult learner discusses the financial and emotional aspects related to retirement.
- Conveys or seeks information
- Derives personal relevance

Problem Solving
The adult learner determines which local organizations to utilize in meeting personal retirement needs.
- Obtains information
- Examines constraints
- Determines plan of action

Interpersonal Relations
The adult learner interacts with a resource person concerning retirement rewards and problems.
- Explains goals, ambitions, interests, preferences and needs
- Identifies potential conflicts

Computation
The adult learner computes a budget based upon retirement assets.
- Adds decimals
- Subtracts decimals
- Figures percentage

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

R 1. . . . reads materials on preretirement and retirement planning.

SLV/R 2. . . . listens to a presentation on or reads about social security and other retirement benefits.

SLV 3. . . . discusses retirement in its relationship to living within a reduced income.

C 4. . . . constructs a budget to fit a retirement income.

R 5. . . . reads materials on the psychological aspects of retirement.

SLV 6. . . . discusses the psychological aspects of retirement on both individuals and families.

PS/W 7. . . . locates and lists organizations in the community whose functions include services or assistance to retirees in the consumer, legal, housing, nutrition and health areas.

R/SLV 8. . . . reads or views materials on problems of aging.

IPR 9. . . . discusses with a retired person the rewards and problems related to retirement.

SLV/R 10. . . . reads or views materials on hobbies, jobs and other activities for retirement years.

R 11. . . . reads information on health, nutrition and physical fitness for retired individuals.

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SUGGESTED MATERIALS AND RESOURCES

1. *Are You Planning on Living the Rest of Your Life?* (pamphlet), U.S. Government Printing Office (Phase 2)

   Planning for Later Years (pamphlet), Consumer Product Information (Phase 2)

   Should You Retire Early? (book), Right to Read Center, University of Maine (Phase 1)

   Your Best Years (pamphlet), Channing L. Bete Company, Inc. (Phase 2)

   Getting Ready for Retirement (booklet), Series One: You're Going to Retire, Ethel Percy Andrus Gerontology Center, University of Southern California (Phase 2)

   Planning Your Tomorrow (teaching kit), Retirement Living Magazine (teacher resource)

2. Resource person from a local community agency

   Be Informed on Social Security (study unit), Be Informed Series, New Readers Press (Phase 1)

   Family Money Management (workbook), Steck-Vaughn Company (Phase 2)

   Social Security and You (pamphlet), Channing L. Bete Company, Inc. (Phase 2)

   Where To Go, Who To See, What To Do (workbook), Steck-Vaughn Company (Phase 2)

3. *Preparation for the Later Years* (16mm film), Dynamic Films, Inc.

4. *A Guide To Budgeting For the Retired Couple* (USDA Home and Garden Bulletin No. 1974), Cooperative Extension Agency (Phase 2)

5. *Stay Young — Think Young* (pamphlet), American Medical Association

   Your Retirement Psychology Guide (pamphlet), American Association of Retired Persons (teacher resource), free

   Is My Mind Slipping? (booklet), Ethel Percy Andrus Gerontology Center, University of Southern California (Phase 2)

   What About the Generation Gap? (booklet), Series One: You're Going To Retire, Ethel Percy Andrus Gerontology Center, University of Southern California (Phase 2)

6. *Your Family* (workbook), Steck-Vaughn Company (Phase 2)

7. Resource person

8. *Step Aside — Step Down* (16mm film), National Audio-Visual Center, free loan

   Administration on Aging Catalog of Films on Aging, Department of Health, Education and Welfare

   See #5 above

9. No special materials needed

10. *Working In Retirement* (book), Retirement Living Magazine (teacher resource)

    Wise Years Wasted (16mm film), National Council on Aging, free loan

Your Retirement Job Guide (pamphlet), American Association of Retired Persons (teacher resource), free

Retire To Work: A Retirement Job-Planning Guide (worktext), Human Resources Center (Phase 2)

11. *Are You in the Know About Food Habits in Later Years* (leaflet), Indiana State Board of Health (Phase 1), free

Food Guide For Older Folks (USDA Home and Garden Bulletin No. 17), Cooperative Extension Agency.

Food For Fitness (USDA leaflet No. 424), Cooperative Extension Agency (Phase 2), free

Food Hints for Mature People (series of pamphlets), Public Affairs Pamphlets (Phase 1)

Your Retirement Food Guide, American Association of Retired Persons (teacher resource), free

Eat A Good Breakfast to Start A Good Day (USDA leaflet No. 268), Cooperative Extension Agency.

Nutrition for Health and Enjoyment (booklet), Series One: You're Going to Retire, Ethel Percy Andrus Gerontology Center, University of Southern California (Phase 2)

Sex and Aging: Topical Packet C (teaching kit), SIECUS (Sex Information and Education Council of the United States) Publications (teacher resource)

Sex, Romance and Marriage After 55 (booklet), Series One: You're Going to Retire, Ethel Percy Andrus Gerontology Center, University of Southern California (Phase 2)

Health and Physical Fitness In Retirement (booklet), Series One: You're Going to Retire, Ethel Percy Andrus Gerontology Center, University of Southern California (Phase 2)

VOCABULARY AND SPELLING LIST FOR OCCUPATIONAL KNOWLEDGE

General

advancement (advancing)
AFL-CIO
apprentice
benefits
blue collar
bonded
boss
business
collective bargaining
company
counselor
co-worker
day shift
degree (diploma)
dependable
dependents
disability
dismissal
education
employer — employee
employment — unemployment
experience
  (previous experience
  previous employment
  prior employment)
experience
  (no experience necessary)
fired
foreman
full time
hire
holiday
hourly wage
identification card
industry
job
job security
labor laws
laid off
night shift
part time
pension plans
position
promotion
raise
safety
salary
schedule
semiskilled
skills
strike
supervisor
time clock
training
  (on-the-job training
  job training)
union (labor union)
unskilled
vacation
vocation (vocational)
wage
white collar
work order
working conditions

Applying for a Job and Interviewing

agency
  Indiana State Employment Securities
application form
application letter
apply
  (application, applying)
benefits
birth certificate
card of introduction
  (letter of introduction)
civil service
draft status
employment agency
  (state employment agency, private employment)
fee
  (paid to a private employment agency)
fringe benefits
interviewing tips
marital status
permanent
personal data card
personnel
  (personnel department)
probation
qualifications
recommendation
references
resume'
Social Security
Social Security number
temporary
want ads (help wanted ads)
working papers

Wages, Salary, Income and Benefits

base pay
bonus
city income tax
commission
deductions
double time
earning statement
federal income tax
fee
F.I.C.A.
F.I.T.
fringe benefits
gross pay
group policy
health insurance
hospitalization insurance
hourly wage
income tax
I.R.S.
major medical
medicare
net pay
O.A.S.I.
overtime
paycheck
payroll savings plan
piece work
refund
state income tax
take home pay
time and a half
unemployment compensation
US savings bonds
wages
weekly salary
withholding tax (withholding)
workman's compensation
W-2 form
1040 form (1040A form, "short form")

Possible Signs on the Job

Caution — Men at Work
Danger
Do Not Enter
Elevator
Employees Only
Entrance
Exit
Fire Extinguisher
Loading Platform
No Smoking
Positively No Admittance
Restricted Area
Smoking Prohibited
Stairs
Stop

Common Abbreviations

(likely to appear in help wanted ads)

Ans. — answer
Appt. — appointment
Bldg. — building
Co. — company
Comm. — commission
Dept. — department
Drv. Lic. — drivers license
Eve. — evening
Exper.; ex. — experience
Gd. Sal. — good salary
Hr. — hour
Hrly. — hourly
Hskpr. — housekeeper
Hswk. — housework
Lt. — light (work)
Maint. — maintenance
M/F — male/female
Mech. — mechanical; mechanic
M-F — Monday through Friday
Mo. — month
Natl. — national
Nec. — necessary
Pt. Time — part time
Per Hr. — per hour
Perm. — permanent (job)
Per Mo. — per month
Per Wk. — per week
Ref. Requ. — references required
Rel. — reliable
Sal. — salary
Temp. — temporary (job)
Trans. — transportation
Trk. — truck
Typ. — typing
Wk. — week
Wkdys. — weekdays
Yr. — year
& — and
$$ — dollars, money

ADDITIONAL MATERIALS AND RESOURCES FOR OCCUPATIONAL KNOWLEDGE

Performance Objectives	Materials
10	*Administration on Aging — Catalog of Films on Aging,* Administration on Aging (teacher resource)
3	*After School Is Out* (workbook), Frank E. Richards Publishing Company (Phase 1)
2	*An Instructional Program for Employability Orientation* (book), Human Resources Research Organization (teacher resource)
5	*Applications and Form Series* (multimedia kit), Interpretive Education (Phases 1 — 2)
10	*Christmas Gifts You Can Make* (book), J.B. Lippincott Company (Phase 2)
10	*Consumer Training Guide for the Elderly* (book), Office of Consumer Affairs and Office of Aging, Georgia Department of Human Resources/U.S. Department of Health, Education and Welfare, Administration on Aging (teacher resource)
10	*Crocheting for Beginners* (book), by Sylvia Grainger, J.B. Lippincott Company (Phase 2)
4	*Daily Living Skills* (book), Media Materials, Inc. (Phase 2)
2	*Decisions and Outcomes* (book), College Entrance Examination Board (Phase 2 or teacher resource)
3	*Dictionary of Occupational Titles* (book), Superintendent of Public Documents, U.S. Government
2, 10	*Estimating Your Social Security Retirement Check* (pamphlet), Superintendent of Documents, U.S. Government
4, 5	*Finding A Job Series* (five sound filmstrips), Interpretive Education (Phases 1 — 2)
2	*Finding Your Job* (six sound filmstrips), Eye Gate House (Phases 1 — 2)
5, 7	*Forms In Your Future* (workbook), Learning Trends (Phase 2)
3	*Hello World,* A Career Exploration Program, Field Educational Publications (Phase 2)
5	*Helpful Hints for Getting Your First Job* (book), New Jersey Bell (Phase 2), free
1	*Help Yourself to a Job,* Parts I, II, III (workbooks), Finney Company (Phase 2)
5, 7	*How to Fill Out Application Forms,* Manuals A and B (worktexts), Hobbs, Dorman and Company, Inc. (Phase 2)
6	*How to Hold Your Job* (study unit), John Day Company (Phase 2)
3, 6	*How To Get and Hold a Job* (books with read-along cassettes), Relevant Productions (Phase 2)

5	*How to Prepare for Job Interviews* (pamphlet), Public Information Office, New York State Department of Labor (teacher resource), free
1	*How We Live* (book), Noble's Adult Basic Education Series, Noble and Noble, Inc. (Phase 1)
4	*How You Can Best Use a Private Employment Service to Get a Good Job* (pamphlet), Better Business Bureau of Austin, Inc. (teacher resource), free
3, 6	*It's Up to You* (book), Opportunity Knocks Series, McGraw-Hill Book Company (teacher resource)
1	*I Want a Job* (workbook), Frank E. Richards Publishing Company (Phase 2)
5	*Job Application Skill Text* (worktext), Special Service Supply (Phases 1 — 2)
3	*Job Experience Kit* (multimedia kit), Science Research Associates (Phase 2)
3	*Job Guide For Young Workers* (book), U.S. Department of Labor, Manpower Administration (teacher resource)
5	*The Job Interview* (sound filmstrip), Find Your Job Series, Eye Gate House (Phases 1 — 2)
1, 6	*The Job You Want* (book), McGraw-Hill Book Company (teacher resource)
10	*Knitting for Beginners* (book), by Jessie Rubenstone, J.B. Lippincott Company (Phase 2)
7	*The Labor Movement in the United States* (pamphlet No. 262), Public Affairs Pamphlets (teacher resource)
10	*Leatherwork* (book), by Susan Purdy, J.B. Lippincott Company (Phase 2)
1, 2, 4, 7	Library of Adult Basic Education Learning Activity Packets, series of 74 booklets, PAR Incorporated (Phase 1)
5	*Making the Most of Your Job Interview* (booklet), New York Life Insurance Company (Phase 1), free
2, 5, 10	*Merchandising Your Job Talents* (pamphlet), Superintendent of Documents, U.S. Government Printing Office (teacher resource)
2, 3, 10	*Occupational Outlook Handbook* (book), U.S. Department of Labor (teacher resource)
6	*On-the-Job Training* (16mm film), U.S. Department of Labor (Phases 1 — 2), free
1, 2, 3, 5, 6	*Pathways to Careers* (book), Globe Book Company, Inc. (Phase 2)
2, 3, 5, 6, 8	*Plan Survival Skills* (individualized course, kit), Westinghouse Learning Corporation (Phase 2)
2, 10	*Pre-Retirement Filmstrip Program* (three 35mm films), Aetna Life and Casualty, free
4, 10	*Reading the Help Wanted Ads* (cassette learning package), Work Related Skills Series, Media Materials, Inc. (Phase 2)

10	*Senior Citizens Legal Handbook* (book), Community Legal Education Project, Legal Services Organization
9	*Unemployment: The Problem We Can Solve* (pamphlet), Public Affairs Pamphlets (teacher resource)
4	*We Want You* (book), Noble and Noble, Inc. (Phase 2)
10	*Weaving for Beginners* (book), by Jessie Rubenstone, J.B. Lippincott Company (Phase 2)
4	*What to Do Before You Get a Job* (cassette learning packet), Work Related Skills Series, Media Materials, Inc. (Phase 2)
7	*Working Makes Sense* (worktext), Pacemaker Practical Arithmetic Series, Fearon Publishers (Phases 1 — 2)
3, 6	*World of Work* (cassette tape series), Educational Resources (Phases 1 — 2)
1-10	*World of Work Kit* (leaflet stories), McGraw-Hill Book Company (Phase 2 and teacher resource)
5	*Write Your Own Letters* (book), Noble and Noble, Inc. (Phase 2)
5, 10	*You, Your Job . . . and Change* (book), Oxford Book Company (Phase 1)
4	*Your Attitude is Showing* (book), Science Research Associates, Inc. (Phase 2)
4	*Your Job and Your Future*, Books I & II, McGraw-Hill Book Company (Phase 2)
2, 10	*Your Retirement Home Guide* (pamphlet), American Association of Retired Persons (Phase 2), free
2, 10	*Your Social Security* (pamphlet), Consumer Product Information (Phase 2)

Health

Goal: To insure good mental and physical health for the individual and his family.

Health

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PERFORMANCE OBJECTIVE: To understand accident prevention through basic safety measures and to be able to take the necessary action in an emergency situation.

SKILLS OBJECTIVES

Reading
The adult learner reads safety rules relating to work and home and reads first aid principles.
- Develops vocabulary
- Locates written information
- Follows directions
- Uses graphs, tables and charts

Writing
The adult learner writes safety and first aid information.
- Makes lists
- Organizes factual information

Speaking, Listening, Viewing
The adult learner listens to, views and discusses safety and first aid principles and reports illnesses and accidents to the proper authorities.
- Seeks information
- Identifies purpose
- Conveys information
- Derives personal relevance

Problem Solving
The adult learner determines proper safety measures in everyday living.
- Defines problem
- Obtains information
- Plans alternatives
- Determines plan of action

Interpersonal Relations
The adult learner interacts with others in dicussing safety precautions and giving first aid.
- Explains personal viewpoint
- Understands others' viewpoints

Computation
The adult learner studies accident statistics and computes the cost of first aid supplies.
- Adds decimal numbers
- Adds per cents
- Figures percentages

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

R 1. . . . reads vocabulary relating to safety.

R 2. . . . reads materials containing information on safety hazards in the home and on the job.

C 3. . . . reads graphs on home and job accidents, determines the total number of accidents and the per cent of accidents by categories such as falls, poisoning, etc.

W 4. . . . develops a list of safety hazards which may exist in the home or on the job.

R 5. . . . uses charts, graphs and tables to locate first aid and safety information.

SLV/ IPR	6.	. . . discusses the hazards from #3 with both family (home hazards) and co-workers (job hazards), in regard to what can be done to rid the situations of the hazards.
W	7.	. . . develops a list of safety rules for the home and for recreational pursuits.
R	8.	. . . reads information on protection in case of severe weather conditions (e.g., tornadoes, how to drive in snow, etc.).
PS	9.	. . . uses a set of hypothetical problem stories dealing with safety to determine the problems and some possible solutions.
R	10.	. . . reads first aid vocabulary and is able to use each word or term in context.
R	11.	. . . writes a description of a well-supplied first aid kit or medicine cabinet.
C	12.	. . . computes the cost of supplying a medicine cabinet or first aid kit.
SLV	13.	. . . views and discusses charts on proper first aid techniques.
SLV	14.	. . . views demonstrations of first aid techniques, including mouth-to-mouth resuscitation.
R	15.	. . . reads materials on proper first aid techniques.
PS	16.	. . . uses a set of hypothetical problems involving sudden illnesses or accidents to determine the proper course of action for each.
IPR	17.	. . . uses the situations from #16 and administers the proper first aid (in a simulated situation).
SLV/ IPR	18.	. . . reports illnesses and accidents to the proper authorities (in a simulated situation).

SUGGESTED MATERIALS AND RESOURCES

1. See word list at the end of this section

2. Brochures distributed by the fire department and employers

3. Teacher-made graphs and charts from information gathered by the fire department, health department, hospitals, employers or local newspaper

   Charts and graphs from magazines such as *Woman's Day* and *Family Circle*

4. No special materials needed

5. See #3 above

6-7. No special materials needed

8. *In Time of Emergency, Tips for Tornado Safety, Rules for Riding Out Winter Storms, Flash Floods, Tornado Safety Rules in Schools, Spotters Guide for Identifying and Reporting Severe Local Storms, Tornado* (pamphlets and booklets), U.S. Department of Commerce, Superintendent of Documents, U.S. Government Printing Office

   Civil Defense films and filmstrips, Indiana Department of Public Instruction, Division of Civil Defense Education, free loan

9. Teacher-made hypothetical problems related to the safety problems prevalent in the area, as determined by information gathered from #3

10. See First Aid and Safety word list at the end of this section.

11. First aid kit or medicine cabinet stock list from local drugstore or teacher-made list.

12. Price list of items from local drugstore

13. *First Aid Now* (16mm film), Johnson and Johnson, Consumer Services Department, free

14. Resource person — Red Cross, Coast Guard, Civil Defense

15. *Can You Give First Aid?* (book), New Readers Press (Phase 1)

    Health, Safety and Sanitation (booklet), Family Development Series, Steck-Vaughn Company (Phase 2)

16-18. Teacher-prepared problems

PERFORMANCE OBJECTIVE: To know and be able to use medical and health services in the community.

SKILLS OBJECTIVES

Reading
The adult learner reads material dealing with local health and medical services.
- Locates information on a map or chart
- Uses references
- Interprets information

Writing
The adult learner writes information on community services related to his needs.
- Organizes information

Speaking, Listening, Viewing
The adult learner discusses various health services.
- Seeks information
- Conveys information
- Evaluates content

Problem Solving
The adult learner makes decisions concerning the use of community health and medical services.
- Defines need
- Obtains information
- Examines alternatives
- Determines plan of action

Interpersonal Relations
The adult learner interacts with others in evaluating health and medical services.
- Explains needs
- Obtains information

Computation
The adult learner computes the cost of health and medical services.
- Adds decimals
- Subtracts decimals
- Multiplies decimals

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

SLV 1. . . . discusses with the teacher or a resource person the medical and health services in the community.

R 2. . . . locates medical and health services in the community on a map.

R 3. . . . reads a prepared list of terms pertaining to health and medical services in the community.

R 4. . . . reads materials on local health and medical services (e.g., pamphlets, newspaper articles and brochures).

W 5. . . . writes a list (names, addresses and phone numbers) of medical and health services in the community which may be used, including physicians and dentists near the home or job.

W 6. . . . compiles a list of emergency numbers, such as police, ambulance and poison control.

SLV	7.	. . . listens to a resource person from service organizations which offer health assistance (e.g., Lions Club).
PS	8.	. . . uses hypothetical situations to determine which health or medical service(s) in the community would best serve the need.
C	9.	. . . computes and compares the cost of various community health and medical services.
PS/ IPR	10.	. . . evaluates health and medical services in the community through discussion with others (in terms of care, efficiency, cost, etc.).

SUGGESTED MATERIALS AND RESOURCES

1. Resource person — health agencies, United Fund, Planned Parenthood, Veterans Administration

2. Local map, telephone directory

3. Teacher-made word list of health and medical terms; also see *Getting Medical Assistance* (worktext), Follett Publishing Company (Phase 2)

4. See #1 above

   Getting Medical Assistance (worktext), Follett Publishing Company (Phase 2)

5-6. Telephone directory

7. Resource person from Lions Club, Red Cross, etc.

8. Planned situations

   References: *Alcohol: Facts for Decisions* (booklet), New Readers Press

9-10. Refer to brochures from health agencies

PERFORMANCE OBJECTIVE: To understand the physical and psychological influences of pregnancy, as well as the need for proper pre- and postnatal care.

SKILLS OBJECTIVES

Reading
The adult learner reads literature on pre- and postnatal care.
- Develops vocabulary
- Obtains information
- Derives personal relevance

Writing
The adult learner lists the responsibilities in caring for a baby.
- Constructs charts
- Compiles list

Speaking, Listening, Viewing
The adult learner views information on or discusses pre- and postnatal care.
- Seeks information
- Derives personal relevance
- Conveys information

Problem Solving
The adult learner considers various aspects of pre- and postnatal care and determines the most appropriate action.
- Defines the need
- Obtains information
- Evaluates information
- Determines plan of action

Interpersonal Relations
The adult learner interacts with family members in regard to pre- and postnatal care.
- Explains personal viewpoint
- Understands others' viewpoints
- Identifies and resolves potential conflicts

Computation
The adult learner computes the cost of pre- and postnatal care.
- Adds decimals
- Subtracts decimals
- Multiplies decimals
- Divides decimals

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

SLV 1. . . . views media or listens to a resource person on pre- and postnatal care, including dietary needs.

R 2. . . . reads a prepared vocabulary dealing with pre- and postnatal care.

R 3. . . . reads materials on pre- and postnatal care, including the side effects of alcohol, drugs, diet, etc.

R/W 4. . . . constructs a notebook of terms, news clippings, booklets, etc., on pre- and postnatal care for future reference.

W 5. . . . develops sample menus for a period of time for a pregnant woman.

R	6.	. . . locates and reads material or listens to a resource person on classes for prospective parents (baby care, Lamaze method of childbirth, etc.).
W/PS IPR	7.	. . . constructs a list of helpful activities which are necessary before and after the birth of a baby and discusses these with family members.
SLV	8.	. . . discusses the necessary planning for a new baby (nursery, medical expenses, etc.).
SLV/ PS	9.	. . . discusses the adjustments that may need to be made by parents and family members after the birth of a baby.
C	10.	. . . uses materials provided by the instructor to compute the cost of a new baby (including pre- and postnatal medical care).
W	11.	. . . prepares a list of items to have on hand for a newborn child.
W	12.	. . . prepares a list of items which should be taken to the hospital by an expectant mother.

SUGGESTED MATERIALS AND RESOURCES

1. Resource person — hospital personnel, health agencies, Red Cross, Welfare case worker

2. See Child Care, Family Planning, Pregnancy and Prenatal Care vocabulary list at the end of this section

3. *Preventing Mental Retardation* (Phase 1); *Conception and Pregnancy* (Phase 1); *Prenatal Care* (Phase 1); *Giving Birth* (Phase 1); *The First Six Weeks* (Phase 1); *The Baby and the Family* (Phase 1) (booklets), New Readers Press

   Be Good to Your Baby Before it is Born, National Foundation, March of Dimes (Phase 2), free

4. Newspaper and magazine articles — *Family Circle, Woman's Day,* etc.

   News for You (weekly newspaper), New Readers Press (Phases 1 — 2)

5. *Facts About Foods*, H.J. Heinz Company, free

6. See items #1 and #3 above

7. Draw on resources in #3 above

8-9. No special materials needed

10. Teacher-prepared hypothetical situations

11-12. See item #3 above

PERFORMANCE OBJECTIVE: To understand the importance of family planning — its physical, psychological and financial implications — and to have knowledge of methods of birth control.

SKILLS OBJECTIVES

Reading
The adult learner reads materials on various methods of birth control.
- Develops vocabulary
- Obtains information
- Makes inferences
- Derives personal relevance

Writing
The adult learner writes birth control information.
- Constructs charts
- Organizes and writes letters

Speaking, Listening, Viewing
The adult learner listens to, views and discusses various methods of birth control.
- Seeks information
- Identifies purpose
- Conveys information
- Evaluates the content

Problem Solving
The adult learner makes decisions in regard to family planning.
- Identifies problem
- Obtains information
- Examines alternatives
- Determines plan of action

Interpersonal Relations
The adult learner interacts with others in determining various aspects of family planning.
- Explains personal position
- Understands needs of others
- Identifies and resolves potential conflicts

Computation
The adult learner computes costs of family planning.
- Adds decimals
- Multiplies decimals

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

SLV 1. . . . views media and discusses world problems concerning overpopulation.

SLV/PS 2. . . . discusses and determines the individual's role in relation to the population explosion.

R 3. . . . reads a prepared vocabulary of birth control terms and uses each in context.

R 4. . . . reads materials on birth control methods in relation to effectiveness of each method and problems which may be encountered with the use of each type.

SLV 5. . . . listens to a resource person talk about birth control methods and attitudes toward family planning held by different religious groups and institutions.

W 6. . . . compiles a chart of information about various birth control methods.

W 7. . . . makes a list of local agencies which supply assistance in regard to birth control.

C 8. . . . computes the cost of alternative methods of birth control for a period of time.

PS/IPR 9. . . . discusses with others the question of family planning and determines an appropriate course of action.

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SUGGESTED MATERIALS AND RESOURCES

1-2. *Be Informed on Population* (study units), Be Informed Series, New Readers Press (Phase 2)

Newspaper articles or film on overpopulation

Magazine articles from *Woman's Day* or *Family Circle*

News For You (weekly newspaper), New Readers Press (Phases 1 — 2)

3. See Child Care, Family Planning, Pregnancy and Prenatal Care vocabulary list at end of this section

4. *Planning Your Family* (booklet), New Readers Press (Phase 1)

5. Panel with resource persons from a health agency, Planned Parenthood, a religious group, etc.

6. Pamphlets available from a doctor or health clinic

7-8. Telephone directory or brochures

9. See resources in #1, 2, 4 and 5 above, plus individual experiences

PERFORMANCE OBJECTIVE: To understand and plan for child growth and development.

SKILLS OBJECTIVES

Reading
The adult learner reads materials pertaining to child growth and development, including health and safety.
- Develops vocabulary
- Obtains information
- Makes inferences
- Follows directions

Writing
The adult learner writes information regarding the health and safety of children.
- Constructs lists
- Constructs charts
- Organizes factual information

Speaking, Listening, Viewing
The adult learner views, listens to and discusses information on children.
- Obtains information
- Conveys information
- Describes personal views
- Evaluates content

Problem Solving
The adult learner makes decisions on practices and procedures for the development of positive communications between parent/guardian and child, including the health and safety of a child.
- Defines need
- Obtains information
- Examines constraints
- Determines plan of action

Interpersonal Relations
The adult learner interacts with others to obtain information or services relative to the health and safety of a child.
- Explains personal viewpoint
- Understands others' viewpoints
- Identifies and resolves potential conflict

Computation
The adult learner computes some of the costs of rearing children.
- Adds decimals
- Subtracts decimals
- Multiplies decimals
- Divides decimals

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

R/SLV 1. . . . reads or views and discusses material on child rearing, including guarding the health and safety of a child.

R/SLV 2. . . . reads, views and discusses materials on child care centers.

SLV 3. . . . discusses general child rearing with a resource person, especially in regard to personal questions.

W 4. . . . constructs a chart on the physical and emotional characteristics of children at different ages.

R 5. . . . locates and reads information on private and public health facilities which specialize in services to children.

W 6. . . . writes the names, addresses and phone numbers of the facilities from #5.

R/SLV 7. . . . reads materials or discusses and listens to a resource person talk on physical symptoms in children which would indicate a doctor or dentist needs to be consulted.

SLV 8. . . . becomes aware (through discussion or a resource person) of the factors that affect the health and safety of a child.

IPR 9. . . . uses a need for health services to interact with the appropriate agency to obtain service (actual or simulated situation).

W/R 10. . . . locates and makes a list of agencies (both public and private) which deal with family counseling.

R/W 11. . . . develops a "baby sitter's guide" of proper procedures to follow, including emergency numbers.

R 12. . . . reads materials on the special nutritional needs of children.

R 13. . . . reads and follows directions for administering first aid procedures.

PS 14. . . . identifies potential health and safety hazards around the home and within the community and develops strategies for protecting a child.

C 15. . . . calculates the cost of medical services per child for one year.

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SUGGESTED MATERIALS AND RESOURCES

1. *Low Income Teaching Kit on Child Development* (pamphlets), U.S. Department of Agriculture, U.S. Government Printing Office (Phase 1)

   My Child's Health Record (pamphlet), Connecticut General Life Insurance Company, free

   Survival Handbook for Pre-school Mothers (booklet), Follett Publishing Company

   Child Management, A Program for Parents (book), by Judith M. Smith and Donald E.P. Smith, Ann Arbor Publishing (teacher resource)

   Your Children's Health Day By Day (booklet), National Dairy Council (Phase 2), free

   From Sociable Six to Noisy Nine (film), University of Oklahoma, McGraw-Hill Book Company

   Your Child from 6-12 (pamphlet), Universal Publishing and Distributing Corporation (Phase 2)

   Understand Your Child from 6 to 12 (pamphlet #144), Public Affairs Pamphlets (Phase 2)

   Family Circles (film), Veterans Administration Central Office Film Library, A-V Service, free loan

   Your Child's Self-Esteem (book), Doubleday & Company (Phase 2)

   Your Children and Their Gangs (pamphlet), Superintendent of Documents, U.S. Government Printing Office (Phase 2)

   How to Bring Up Your Child Without Prejudice (pamphlet), Public Affairs Pamphlets (Phase 2)

   Meeting Emotional Needs in Childhood (film), Encyclopedia Britannica Films

   Coping With Children's Misbehavior (book), Hawthorne Books, Inc. (Phase 2)

   Back to What Woodshed (pamphlet), Public Affairs Pamphlets (teacher resource)

   Fears of Children (film), Veteran's Administration, Central Office Film Library, Audio Visual Service, free loan

   Stepmothers Can Be Nice (pamphlet #28), Public Affairs Pamphlets (Phase 2)

   If These Were Your Children (film), Metropolitan Life Insurance, free loan to community groups

   Children of Change (film), Audio Visual Center, Indiana University

2. *How to Choose a Nursery School* (pamphlet), Public Affairs Pamphlets (Phase 2)

   What is a Good Playschool? (checklist for parents), Play School Association, Inc. (Phase 1)

3. Resource person — doctor, child psychologist, dentist, public health nurse

4. *Your Family* (book), Family Development Series, Steck-Vaughn Company (Phase 2)

   Your Child from 1 to 6, Superintendent of Documents, U.S. Government Printing Office (Phase 2)

5. Brochures from local youth organizations (Youth Service Bureau, Family Services, rehabilitation center, public health clinics)

6. Telephone directory, brochures; also see #3 above

7. *When Your Child is Sick* (pamphlet), Public Affairs Pamphlets (Phase 2)

   Community health resource persons

8. *Your Family* (booklet), Family Development Series, Steck-Vaughn Company (Phase 2)

9. No special materials needed

10. Telephone directory and brochures

11. *Babysitter's Handbook for Emergency Action,* National Fire Protection Association (Phase 2), free

    About Babysitting (booklet), Channing L. Bete Company, Inc. (Phase 2)

12. *Your Guide to Good Eating and How to Use It* (pamphlet), National Dairy Council (Phase 2)

    The Great Vitamin Mystery (pamphlet), National Dairy Council (teacher resource), free

    Food Before Six, National Dairy Council (Phase 2), free

    I Won't, I Won't (pamphlet), Metropolitian Life Insurance Company (teacher resource), free

13. *Can You Give First Aid?* (booklet), New Readers Press (Phase 1)

    Health, Safety and Sanitation (book), Family Development Series, Steck-Vaughn Company (Phase 2)

    Instructions on Safety (booklet), New Readers Press (Phase 2)

14. Local newspapers, city maps, etc.

15. Newspaper advertisements on local cost of food, clothing, supplies

    Your Child & Money (pamphlet), Public Affairs Pamphlets (Phase 2)

PERFORMANCE OBJECTIVE: To understand the special needs and concerns of the adolescent and to facilitate the transition from childhood to adulthood.

SKILLS OBJECTIVES

Reading
The adult learner reads materials on adolescents' needs.
- Develops vocabulary
- Obtains information
- Makes inferences
- Derives personal relevance

Writing
The adult learner writes information concerning the special needs and concerns of adolescents.
- Organizes factual information
- Compiles lists

Speaking, Listening, Viewing
The adult learner views, listens to and discusses material regarding the special needs and concerns of adolescents.
- Seeks information
- Conveys information
- Evaluates the content
- Derives personal relevance

Problem Solving
The adult learner considers a variety of strategies to use in dealing with the special needs and concerns of adolescents.
- Defines need
- Obtains information
- Analyzes alternatives
- Selects best strategies

Interpersonal Relations
The adult learner interacts with others regarding special needs and concerns of adolescents.
- Explains personal viewpoint
- Understands others' viewpoints
- Identifies and resolves conflict

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

R 1. . . . reads materials on the physical changes through which an adolescent goes and how these affect his attitudes and behavior.

S, V 2. . . . listens to a resource person and discusses the special needs of adolescents.

W 3. . . . writes a list of available agencies (both public and private) which counsel adolescents and their parents.

PS 4. . . . develops appropriate courses of action for specific needs and concerns of adolescents.

IPR 5. . . . demonstrates positive strategies for dealing with adolescents in a role-playing situation.

W 6. . . . writes a note to the child's teacher explaining why the child was absent.

R 7. . . . reads materials on physical fitness for adolescents.

R/W 8. . . . reads and makes notes on materials concerning adolescent/family problems.

IPR 9. . . . discusses the special nutritional needs of an adolescent with a resource person and interacts with a son or daughter to share this information. (For further development of this topic, see H-10.)

IPR 10. . . . interacts with family members to plan activities which will meet the physical fitness needs of adolescents.

IPR 11. . . . uses a specific problem which an adolescent is having with peers, employment, school or law to role play working through a solution with the adolescent.

IPR 12. . . . interacts with the teacher, other students or a resource person to discuss the variety of community services available for adolescents and their families.

PS 13. . . . uses a hypothetical problem concerning an adolescent to select a suitable community agency and role play contacting the agency to arrange for services.

IPR/PS 14. . . . uses past experiences on adolescent/family relations to discuss approaches which he has found to be effective or ineffective (e.g., questions of differing values).

SUGGESTED MATERIALS AND RESOURCES

1. *Moving Into Adolescence: Your Child and His Preteens,* Superintendent of Documents, U.S. Government Printing Office (teacher resource)

   The Adolescent in Your Family, Superintendent of Documents, U.S. Government Printing Office (teacher resource)

   Finding Yourself, American Medical Association (Phase 2)

   Health Care for the Adolescent (pamphlet), Public Affairs Pamphlets (Phase 2)

   Parent-Teenager Communication (pamphlet), Public Affairs Pamphlets

2. Resource person — someone who deals with the adolescent and is aware of the local problems which the adolescent will encounter.

   Age of Turmoil, McGraw-Hill Book Company

   Social — Sex Attitudes in Adolescence, Audio-Visual Services, University of Kentucky

   Meeting the Needs of Adolescents, McGraw-Hill Book Company

   Mental Health, Encyclopedia Britannica Films

3. Telephone directory and brochures

4-5. Teacher-prepared situations

   Your Family (book), Family Development Series, Steck-Vaughn Company (Phase 2)

6. No special materials needed

7. *First Book of Physical Fitness* (book), Franklin Watts, Inc. (Phase 2)

   The Fitness Challenge (pamphlet), Superintendent of Documents, U.S. Government Printing Office (teacher resource)

8. See #1 above

9. Resource person from county extension agency

10. See #7 above

11. No special materials needed

12. Resource person from Youth Council

13. Teacher- or student-made problems

14. Student experience

PERFORMANCE OBJECTIVE: To understand how preventive care and health *maintenance* contribute to good mental and physical health.

SKILLS OBJECTIVES

Reading
The adult learner reads materials on mental and physical health and their maintenance.
- Develops vocabulary
- Obtains information
- Follows directions
- Interprets charts, tables and graphs

Writing
The adult learner writes information related to mental and physical health and health services which are available.
- Compiles lists
- Organizes information

Speaking, Listening, Viewing
The adult learner views and discusses materials on mental and physical health.
- Seeks information
- Conveys information
- Evaluates information
- Determines plan of action

Interpersonal Relations
The adult learner interacts with others regarding mental and physical health needs.
- Explains personal viewpoint
- Understands others' viewpoints
- Identifies and resolves potential conflicts

Computation
The adult learner develops time schedules for medications.
- Adds
- Divides

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

SLV 1. . . . views and discusses a film or filmstrip on physical and mental health.

R 2. . . . reads vocabulary terms relating to mental and physical health.

R 3. . . . reads materials on mental and physical health.

W 4. . . . writes down health information which will be of personal or family benefit.

SLV/IPR 5. . . . interacts with a resource person to obtain specific information relating to a personal or family health care need.

PS 6. . . . considers a specific family or personal health care need and decides on the appropriate course of action.

R 7. . . . reads directions on medication.

SLV 8. . . . views and discusses information on immunization.

SLV 9. . . . views and discusses information on health hazards (smoking, drinking, drugs and poisons).

R 10. . . . uses health-related charts, tables and graphs to obtain specific information.

PS 11. . . . identifies personal habits related to the maintenance of good health and decides on a course of action for health improvement.

IPR 12. . . . interacts with family or peers to discuss health habits and needs.

IPR 13. . . . discusses with others the interrelationship between individual and community health needs and care.

C 14. . . . uses prescription medicine labels which indicate directions for the time to take medicines to calculate how and when to administer them.

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SUGGESTED MATERIALS AND RESOURCES

1. *The Fitness Challenge* (16mm film — 28 min.), American Osteopathic Association, free loan

   Cleanliness and Health (16mm film — 10 min.), Coronet Films

2. See General Health Terms word list at the end of this section

3. *After School is Out* (workbook), Getting Along Series, Frank E. Richards Publishing Company, Inc. (Phase 1)

   From Tires to Teeth (workbook), Getting Along Series, Frank E. Richards Publishing Company, Inc. (Phase 1)

   You and Your Needs (book), Follett Publishing Company

   Health, Safety and Sanitation, Family Development Series, Steck-Vaughn Company (Phase 2)

   Understanding Yourself, Family Development Series, Steck-Vaughn Company (Phase 2)

4. No special materials are needed

5. Doctor, nurse, health department personnel, etc.

6. No special materials needed

7. Actual medication containers with instruction labels on them

8. Pamphlets from the health department, health clinics, doctors, etc.

9. *Health* (booklet), Lancaster-Lebanon Intermediate Unit (Phase 1)

   Me Quit Smoking? How? (pamphlet), National Tuberculosis and Respiratory Diseases (Phase 1), free

   Me Quit Smoking? Why? (pamphlet), National Tuberculosis and Respiratory Diseases (Phase 1), free

   To Smoke or Not (mini-unit), Channing L. Bete Company, Inc.

10. Graphs, tables and charts from magazines

11-13. No special materials needed

14. *We Want You to Know About Labels On Medicine* (collection of prescription medicine labels, pamphlet), Superintendent of Documents, U.S. Government Printing Office, available from FDA

PERFORMANCE OBJECTIVE: To understand the interaction of self with small groups and other individuals.

SKILL OBJECTIVES

Reading
The adult learner reads materials dealing with the interaction of self with small groups.
- Develops vocabulary
- Obtains information
- Makes inferences
- Derives personal relevance

Speaking, Listening, Viewing
The adult learner views and discusses materials dealing with small group interaction.
- Seeks information
- Conveys information
- Derives personal relevance

Problem Solving
The adult learner identifies potential problem areas in the interaction of self with small groups and develops strategies for resolving them.
- Identifies problem
- Obtains information
- Identifies alternatives
- Determines plan of action

Interpersonal Relations
The adult learner interacts with others (in real or simulated situations) to facilitate effective small group interaction.
- Explains self
- Understands positions of others
- Identifies and resolves potential conflict

Computation
The adult learner calculates the cost of raising a family and maintaining a home.
- Adds
- Multiplies

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

R 1. . . . reads materials on coping effectively with small groups.

SLV 2. . . . views and discusses materials on effective methods of interaction in small groups and between individuals.

SLV 3. . . . discusses with a resource person how to interact successfully with different small groups.

PS 4. . . . determines through role playing the courses of action to solve problems of small group interaction.

IPR 5. . . . indicates specific ways to facilitate group interaction.

R 6. . . . reads and interprets a variety of materials on marriage.

R 7. . . . reads and interprets a variety of materials on coping with a divorce.

R	8.	. . . reads and interprets information concerning the single parent.
SLV	9.	. . . works with a community resource person concerning the problems resulting from divorce and/or being a single parent.
C	10.	. . . determines costs of maintaining home/raising family as a single person.
IPR	11.	. . . discusses problems in interpersonal relations with family members and peers.
IPR/ PS	12.	. . . role plays the resolution of selected conflict situations within the family.

PERFORMANCE OBJECTIVE: To understand the interaction of self with small groups and other individuals.

SKILL OBJECTIVES

Reading
The adult learner reads materials dealing with the interaction of self with small groups.
- Develops vocabulary
- Obtains information
- Makes inferences
- Derives personal relevance

Speaking, Listening, Viewing
The adult learner views and discusses materials dealing with small group interaction.
- Seeks information
- Conveys information
- Derives personal relevance

Problem Solving
The adult learner identifies potential problem areas in the interaction of self with small groups and develops strategies for resolving them.
- Identifies problem
- Obtains information
- Identifies alternatives
- Determines plan of action

Interpersonal Relations
The adult learner interacts with others (in real or simulated situations) to facilitate effective small group interaction.
- Explains self
- Understands positions of others
- Identifies and resolves potential conflict

Computation
The adult learner calculates the cost of raising a family and maintaining a home.
- Adds
- Multiplies

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

R 1. . . . reads materials on coping effectively with small groups.

SLV 2. . . . views and discusses materials on effective methods of interaction in small groups and between individuals.

SLV 3. . . . discusses with a resource person how to interact successfully with different small groups.

PS 4. . . . determines through role playing the courses of action to solve problems of small group interaction.

IPR 5. . . . indicates specific ways to facilitate group interaction.

R 6. . . . reads and interprets a variety of materials on marriage.

R 7. . . . reads and interprets a variety of materials on coping with a divorce.

R	8.	. . . reads and interprets information concerning the single parent.
SLV	9.	. . . works with a community resource person concerning the problems resulting from divorce and/or being a single parent.
C	10.	. . . determines costs of maintaining home/raising family as a single person.
IPR	11.	. . . discusses problems in interpersonal relations with family members and peers.
IPR/ PS	12.	. . . role plays the resolution of selected conflict situations within the family.

SUGGESTED MATERIALS AND RESOURCES

1. *Communicating with Others* (workbook), Family Development Series, Steck-Vaughn Company (Phase 2)

   Your Family (workbook), Family Development Series, Steck-Vaughn Company (Phase 2)

   ABC's of Public Relations (booklet), Channing L. Bete Company, Inc. (Phase 1)

   How to Win Friends and Influence People (book), by Dale Carnegie, McGraw-Hill Company (Phase 2)

   Family Therapy Help for Troubled Families (pamphlet), Public Affairs Pamphlets (Phase 2)

2. *Marriage is a Partnership* (film), Audio Visual Center, Oklahoma State University

   Why Do People Misunderstand Each Other? (film), Audio Visual Center, Oklahoma State University

   More Than Words (film), Veterans Administration, Central Office (Library), Audio Visual Service, free loan

   Anger at Work (film), Veterans Administration, Central Office (Library), Audio Visual Service, free loan

   What to Do About Upset Feelings (film), Audio Visual Center, Oklahoma State University

   Neighbors (film), Audio Visual Services, Kent State University

3. Community resource persons, such as counselor, social service worker, minister

4. Teacher- or student-initiated simulations

5. *Be A More Effective Person* (workbook), Family Development Series, Steck-Vaughn Company (Phase 2)

6. *Are You Ready to Marry?* (study unit), Be Informed Series, New Readers Press (Phase 1)

   Planning for Marriage (study unit), Be Informed Series, New Readers Press (Phase 1)

   Making Your Marriage Last (study unit), Be Informed Series, New Readers Press (Phase 1)

   Be Yourself (book), by Margaret Broadley, David McKay Company, Inc. (Phase 2)

   Family Life and Practice Material for Family Life (workbook), by Helen Pravo, Frank Richards Publishing Company (Phase 1)

   If I Marry Outside My Religion (pamphlet), Public Affairs Pamphlets (Phase 2)

7. *If A Marriage Doesn't Work* (study unit), Be Informed Series, New Readers Press (Phase 1)

   Where to Write for Divorce Records (pamphlet), U.S. Department of Health, Education and Welfare, Public Health Service, National Institute of Health (Phase 1), free

   Before Divorce (book), by John M. Vayhinger, Pocket Counsel Books (Phase 2)

   Divorce (pamphlet), Public Affairs Pamphlets (Phase 2)

   Making the Best of It (book), by Newton Frohlick, Harper and Row (Phase 2)

8. *Effective Service for Unmarried Parents and Their Children: Innovative Community Approaches* (book), Family Service Association of America

   The One Parent Family (pamphlet), by Lucille Stein and Anna Wolf, Public Affairs Pamphlets, (teacher resource)

9. Resource persons — lawyer from legal aid; representative from singles organization, such as Parents Without Partners

10. Newspapers, current local material on housing, etc.; community resource persons

11. Individual student experience

12. Teacher or student problems

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PERFORMANCE OBJECTIVE: To understand health insurance and to be aware of organizations which provide financial assistance for medical and health care.

SKILLS OBJECTIVES

Reading
The adult learner reads information on health insurance and community organizations which provide financial assistance for medical and health care.
- Develops vocabulary
- Obtains information

Writing
The adult learner writes down health insurance information and makes notes of agencies which may provide financial assistance.
- Compiles lists
- Organizes factual information
- Fills out forms

Speaking, Listening, Viewing
The adult learner views and discusses materials on health insurance.
- Seeks information
- Conveys information
- Derives personal relevance

Problem Solving
Based on personal and/or family needs for health insurance, the adult learner considers health care plans to meet those needs.
- Identifies problem
- Obtains information
- Examines alternatives
- Determines plan of action

Interpersonal Relations
The adult learner interacts with others to develop a personal or family health care plan or to obtain financial assistance for health care services from community organizations.
- Explains personal situation
- Understands others' viewpoints

Computation
The adult learner computes the cost of various types of health service and compares the costs from different agencies.
- Adds decimals
- Subtracts decimals
- Multiplies decimals
- Figures percentages

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

R/SLV 1. . . . reads and discusses materials on the need for and purpose of health care insurance.

W 2. . . . writes the names, addresses and phone numbers of community organizations which may provide financial assistance for health care.

R 3. . . . reads a prepared list of health insurance terms.

R 4. . . . reads information on health insurance and on community organizations which provide financial assistance for certain kinds of medical expenses.

W 5. . . . writes to agencies requesting information on health care services.

R 6. . . . reads information on health care policies from two or more companies to compare the benefits and costs.

SLV 7. . . . interacts with a resource person to obtain information on the different types of health insurance coverage which are available.

C 8. . . . computes the portion of income which can be spent for health insurance.

R 9. . . . reads health insurance policies to develop an understanding of coverage and the conditions which must be met.

C 10 . . . calculates the cost per month for specific types of personal or family health insurance coverage.

IPR 11. . . . interacts with family members and others to determine health insurance needs and financial assistance which is available for health care services (real or simulated situation).

PS 12. . . . considers personal or family needs for health insurance or financial assistance for health services and selects a plan to meet those needs.

W 13. . . . fills out health insurance claim forms.

SUGGESTED MATERIALS AND RESOURCES

1. *How to Claim Medical Insurance Benefits* (pamphlet), U.S. Department of Health, Education and Welfare (teacher resource)
2. Phone book, pamphlets from community organizations
3. Teacher-made list
4. *Modern Health Insurance* (pamphlet), Health Insurance Institute (teacher resource), free

   The New ABC's of Health Insurance (pamphlet), Health Insurance Institute (teacher resource)

   Health Insurance — Which Plan For You (pamphlet), American Medical Association (teacher resource)

   Your Health and Recreation Dollar (booklet), Money Management Institute (teacher resource)
5. No special materials needed
6. Health insurance policies from various companies
7. Health insurance agents from various companies
8. No special materials needed
9. See #6 above
10. See #6 and #7 above

11-12. No special materials needed

13. Health insurance claim forms from various companies

PERFORMANCE OBJECTIVE: To be able to plan nutritious meals and to know how to grow, preserve and prepare foods.

SKILLS OBJECTIVES

Reading
The adult learner reads materials on what constitutes a proper diet, how to plan meals and how to grow and preserve food.
- Develops vocabulary
- Obtains information
- Interprets charts, graphs and tables
- Follows directions
- Interprets symbols

Writing
The adult learner writes meal plans which provide an adequate diet and meet personal needs and resources.
- Organizes information
- Writes menus

Speaking, Listening, Viewing
The adult learner views and discusses materials and information on an adequate diet, planning meals and growing and preserving food.
- Seeks information
- Conveys information
- Derives personal relevance

Problem Solving
The adult learner plans balanced meals which meet personal or family needs and budget constraints.
- Defines need
- Obtains information
- Evaluates information
- Determines plan of action

Interpersonal Relations
The adult learner considers the food preferences and needs of other family members.
- Explains personal viewpoint
- Understands others' needs
- Identifies and resolves potential conflict

Computation
The adult learner computes the cost of food to determine what meets personal budget constraints.
- Adds decimals
- Subtracts decimals
- Multiplies decimals
- Divides decimals
- Figures percentage

The adult learner understands the weights and measures used in recipes and food packaging.
- Adds units of measure
- Subtracts units of measure
- Multiplies units of measure
- Divides units of measure
- Includes fractions

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

SLV 1. . . . views and discusses a filmstrip or other visual materials on proper diet and meal planning.

R 2. . . . reads a prepared vocabulary dealing with diet and meal planning.

R 3. . . . reads materials on the importance of a proper diet and how to plan meals to meet basic food requirements.

SLV 4. . . . listens to a resource person (county extension office, home economics teacher, etc.) and discusses how to plan economical, tasty and well-balanced meals.

R 5. . . . reads charts, graphs and tables related to the four basic food groups and their relationship to a proper diet.

W 6. . . . makes a chart of the four basic food groups (using pictures or in written format).

R 7. . . . reads materials on planning economical and balanced meals.

W 8. . . . writes menus which provide for variety and a balanced diet.

IPR 9. . . . interacts with other members of the family to consider food preferences and discuss their dietary needs.

R 10. . . . reads sample recipes and understands the symbols and terminology.

C 11. . . . uses measuring utensils in following recipes for food preparation.

C 12. . . . computes the per cent of income which will be spent on food.

C 13. . . . computes the cost of substitute items in various menus in order to stay within a budget.

PS/C 14. . . . plans balanced meals based on recommended nutritional requirements for individual family members (include any or all of the following: calories, carbohydrates, vitamins, etc.)

C 15. . . . adapts the amounts specified in a recipe to increase or decrease the number of servings.

W 16. . . . copies interesting recipes on 3 x 5 cards to develop a recipe file.

R 17. . . . reads materials on the nutritional aspects of food preparation.

R 18. . . . reads materials on the procedures used to preserve food.

SLV 19. . . . discusses and views information on food preservation with a community resource person.

R 20. . . . reads materials on the procedures followed in planning a garden.

SLV 21. . . . views materials and discusses procedures in developing a garden.

C 22. . . . computes the cost of producing a garden as compared to cost of some food products purchased in a grocery.

IPR 23. . . . role plays the resolution of a conflict with other family members over foods included in menu plans.

SUGGESTED MATERIALS AND RESOURCES

1. *Mealtime Planning* (filmstrip), Betty Crocker Film Library, free loan

   Nutrition — What's in it for You (multimedia kit), J.C. Penney Company, Inc., free loan

2. Free materials from Dairy Council and county home demonstration office

3. *Be Informed on Nutrition* (study unit), Be Informed Series, New Readers Press (Phase 2)

   Snacks are Healthy (book), Reading Progress Series, "Right to Read" Center, University of Maine (Phase 1)

   Low Income Teaching Kit on Food for Thrifty Families (pamphlets), Superintendent of Documents, U.S. Government Printing Office (Phase 1)

   Your Guide to Good Eating and How to Use It (pamphlet), National Dairy Council (Phase 1), free

4. Home economics teacher, county extension agency personnel, etc.

5. Charts, graphs and tables relating to nutrition from magazines and newspapers

6. No special materials needed

7. See #3 above; also magazine and newspaper articles on nutritious meals

8. Cookbooks, magazine and newspaper articles

9. No special materials needed

10. Cookbooks, recipe files and recipes clipped from newspapers or magazines

11. Kitchen measuring utensils

12. No special materials needed

13. Food prices from grocery ads and local supermarkets

14. Calorie or carbohydrate charts

15. Recipes indicating the number of persons to be served

16. See #8 above

17. *We are What We Eat* (worktext), Steck-Vaughn Company (Phases 1 — 2)

18. *Cold Facts About Home Food Protection* (pamphlet), U.S. Department of Health, Education and Welfare (Phase 1)

    Hot Tips on Food Preparation (pamphlet), U.S. Department of Health, Education and Welfare (Phase 1)

    Home Canning of Fruits and Vegetables (pamphlet), Consumer Product Information (Phase 2)

    Home Freezing of Fruits and Vegetables (pamphlet), Consumer Product Information (Phase 2)

    Free pamphlets on food preservation through county extension agent

    How to Make Jellies, Jams, Preserves at Home (pamphlet), Consumer Product Information (Phase 2)

19. Resource persons such as: county home demonstration agent, home economics instructor and local representatives of home economics clubs.

20. *How to Grow Better Gardens* (pamphlet), Good Reading Rack Service (Phase 2), free

    Minigardens for Vegetables (pamphlet), Superintendent of Documents, U.S. Government Printing Office (teacher resource)

    Vegetable Gardening for Beginners (book), Willshire Book Company (Phase 1)

    County extension office has free materials

21. *Grow Your Own* (film), U.S. Department of Agriculture, Motion Picture Service, free

    Resource persons — county home extension agent, members of local garden clubs, etc.

22. Newspapers

23. Teacher- or student-made situations

PERFORMANCE OBJECTIVE: To understand federal and state control of various foods, drugs and items for health protection and to be aware of community agencies involved in health protection and rehabilitation.

SKILLS OBJECTIVES

Reading
The adult learner reads information on health hazards posed by use of drugs and alcohol.
- Develops vocabulary
- Obtains information

Writing
The adult learner writes information regarding federal control of food and drugs.
- Organizes information

Speaking, Listening, Viewing
The adult learner views and discusses a media presentation or interacts with a resource person regarding federal control of food and drugs.
- Seeks information
- Conveys information
- Derives personal relevance

Problem Solving
The adult learner determines his own responsibility in relation to the control of various foods and drugs.
- Defines need
- Obtains information
- Evaluates information
- Examines constraints
- Determines plan of action

Interpersonal Relations
The adult learner interacts with others to discuss federal control of food and drugs.
- Explains personal viewpoints
- Understands others' viewpoints
- Identifies potential conflicts

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

R 1. . . . reads vocabulary relating to food and drug regulations.

R 2. . . . reads materials about the Food and Drug Administration.

SLV 3. . . . views and discusses information on the control of food and drugs.

W 4. . . . makes a list of regulated and unregulated medicines.

R 5. . . . reads and interprets information on the use of drugs.

W 6. . . . writes a letter to a senator or representative stating personal viewpoint on a specific food or drug regulation.

SLV 7. . . . discusses with a resource person why certain drugs are regulated while others are unregulated.

IPR 8. . . . interacts with family members and others to discuss the regulation of drugs.

R 9. . . . reads and interprets information on alcohol.

SLV	10.	. . . views and discusses information with a resource person about the use and abuse of alcohol.
PS	11.	. . . role plays contacting FDA or state agency regarding stores which appear to be in violation of federal or state regulations.
IPR	12.	. . . interacts with others concerning the rationale for the existence of the FDA.
IPR/ PS	13.	. . . role plays obtaining help for someone who is having problems with alcohol or drug abuse.

SUGGESTED MATERIALS AND RESOURCES

1. See vocabulary list at end of this section

   We Want You to Know What We Know About Prescription Drugs (pamphlet), Superintendent of Documents, U.S. Government Printing Office (teacher resource)

2. *Be Informed on Drugs* (study unit), Be Informed Series, New Readers Press (Phase 1)

   First Facts About Drugs (pamphlet), Superintendent of Documents, U.S. Government Printing Office (Phase 1)

3. *Deciding About Drugs* (leaflet), Operation Drug Alert, Kiwanis International (Phase 2)

   FDA Special Report: Drug Abuse, Bennies, Goofballs (16mm film), National Medical Audio-Visual Center, free loan

   Seduction of the Innocents (film), Audio-Visual Center, Oklahoma State University

4. *Drug Abuse Products* (reference chart), Pharmaceutical Manufacturing Association

5. *Alcoholism, Rehabilitation, Local, State, Federal* (pamphlet), Superintendent of Documents, U.S. Government Printing Office (teacher resource)

   Drugs: Facts for Decision (pamphlet), New Readers Press (Phase 2)

   Drugs, The Now Hazard (pamphlet), Connecticut General Life Insurance Company (teacher resource), free

   The Medicine Show (pamphlet), Consumers Union (Phase 2)

   Programmed Reading About Common Drugs, Their Use and Abuse (book), Mental Health Program (Phase 2), free

   What You Should Know About Drugs (book), Harcourt Brace Jovanovich, Inc. (Phase 2)

   Where to Get Help If You Have a Drug Problem (book), Universal Publishing and Distributing Company

6. Addresses and correct titles of representatives and senators

7. Local law enforcement officials

8. No special materials needed

9. See #5 above

   How to Help the Alcoholic (pamphlet), Public Affairs Pamphlets (Phase 2)

   The New Alcoholics: Teenagers (pamphlet), Public Affairs Pamphlets (Phase 2)

10. *Alcoholism* (film), Encyclopedia Britannica Films

    Resource persons — AA, Mental Health Association

11-13. No special materials needed

PERFORMANCE OBJECTIVE: To understand the problems associated with terminal illness and death.

SKILLS OBJECTIVES

Reading
The adult learner reads materials dealing with terminal illness and death.
- Develops vocabulary
- Obtains information
- Distinquishes between fact and opinion
- Derives personal relevance

Speaking, Listening, Viewing
The adult learner views and discusses materials dealing with terminal illness and death.
- Seeks information
- Conveys information
- Derives personal relevance

Problem Solving
The adult learner identifies problems occurring during the period of terminal illness and death.
- Defines need
- Obtains information
- Examines constraints
- Draws conclusions

Interpersonal Relations
The adult learner interacts with others to identify needs and problems.
- Explains personal viewpoint
- Understands others' viewpoints

Computation
The adult learner computes possible costs of terminal illnesses and expenses surrounding final arrangements.
- Addition
- Subtraction
- Multiplication
- Division

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

R 1. . . . reads information on terminal illness and death.

SLV 2. . . . views media and discusses information on terminal illness and death.

PS 3. . . . identifies problems concerning property settlements, wills and disposition of goods.

IPR 4. . . . interacts with others who are facing or have faced problems due to terminal illness and death.

C 5. . . . explores the cost of funeral expenses.

PS/C 6. . . . explores the problems and costs involved for the survivor.

SUGGESTED MATERIALS AND RESOURCES

1. *On Death & Dying* (book), Macmillan Company, Inc. (teacher resource)

   The Dying Person & the Family (pamphlet), Public Affairs Pamphlets (teacher resource)

   Planning & Financing a Funeral (booklet), Dorothy Taylor and Linda Jacobsen, Texas A & M University, Agricultural Extension Service (teacher resource)

2. *Gift of Life: Right to Die* (film), Audio-Visual Center, Indiana University

3. Refer to #1

   Resource persons such as clergymen, legal aid representatives, specialists in estate planning

   How to Make a Will Simplified (book), Oceana Publications

   You Can't Take it With You (booklet), Channing L. Bete Company, Inc. (Phase 2)

   Your Retirement Legal Guide, American Association of Retired Persons, National Retired Teachers Association (teacher resource)

4. Resource person from Make Today Count (MTC), fellow students, etc.

5. See #1 above, *Planning and Financing a Funeral*

6. *Money Management Guide to Independent Living* (booklet), Action for Independent Maturity (teacher resource)

VOCABULARY AND SPELLING LIST FOR HEALTH

Parts of the Body

abdomen
ankle
appendix
arm
artery
bone
brain
breast
buttocks
cells
cheek
chest
chin
ear
elbow
eyes
face
finger
forehead
glands
gums
hair
hand
head
heart
heel
hip
hormones
joint
knee
leg
ligament
lungs
mouth
muscle
neck
nose
shoulder
skin
stomach
teeth
tendon
thigh
throat
toe
tongue
tonsils
vein
waist
wrist

First Aid and Safety

accident
bleeding
blister
breathing
burns
damage
danger
disaster
drown
emergency
fire prevention
first aid
food poisoning
harmful
hazard
hazardous
heal
help
injury
insecticide
lead poisoning
mercury poisoning
natural disaster
nosebleed
perishable
poison
poisoning
precautions
protect
protection
safety
self-defense
shock
splint
sprain
tourniquet
unconscious
wound

Food and Drug Regulations

additives
adulteration
comply
conspicuous
deceptive
enforcement
grievance
harmful
hazardous
ingredients
jurisdiction
misbranded
over the counter
prominent
regulate
regulatory
sanitary
statute
violation
wholesome

General Health Terms
(Including nutrition, dental and mental health)

adjustment
anesthetic
anger
attitude
balanced diet
boredom
calcium
calorie
cavity
checkup
clot
confidence
cope
counseling
counselor
depressed
depression
dental
dentist
diet
dietary
discipline
divorce
doctor
drill
effective
emotions
environment
exercise
exhale
external
eyesight
fear
filling
gargle
grooming
gynocologist
handicap
health
hearing
independent
ineffective
inhale
internal
interpersonal relations
iron
leisure
major medical insurance
marriage
medical
medicare
mental health
multiple vitamins
Novocaine
nurse
nutrition
obstetrician
operate
operation
optical
out-patient
patient
pediatrician
perspire
physical
pollution
protein
psychological
quacks
recreation
sanitary
sanity
security
sex
social
stitches
stress
surgery
tension
toothbrush
vision
vitamin
Vitamin A
Vitamin C
X ray

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Child Care, Family Planning, Pregnancy and Prenatal Care

abortion
adoption
baby
birth
birth control
born
breast-feeding
caesarean section
childbirth
child rearing
conception
condom
contraceptives
develop
embryo
family
family planning
fetus
infant
intrauterine device
I.U.D.
maternity
parent
parenthood
paternity
the pill
planned parenthood
population
population control
pregnancy
pregnant
premature birth
prenatal
prenatal care
preschooler
preteen
punish
retardation
sexual
shyness
sibling
teenager
toddler

Diseases

acne
allergies
benign
blood pressure
cancer
chicken pox
clinic
communicable
complications
conscious
cough
death
decay
degree (of fever)
diphtheria
disease
doctor
epidemic
examination
examine
feel
fever
germ
German measles
gonorrhea
hospital
hospitalization
hygiene
ill
illness
incubation period
infection
innoculation
itch
malignant
measles
mumps
pain
pest control
pests
polio
prevent
prevention
pulse
pus
rabies
rashes
RH factor
rubella
scab
scaling
sick
smallpox
sneeze
sore
specialist
suffer
swelling
syphilis
TB
tetanus
thermometer

throb
treatment
tuberculosis
urine
V.D.
vaccination
vaporizer
venereal disease
welt
wheeze
whooping cough

Drug Use and Abuse

alcohol
alcoholic
alcoholism
antibiotic
antihistamine
aspirin
capsule
daily
depressant
dose
drug
drug abuse
drugstore
label
marijuana
medicine
narcotics
pharmacy
prescription
smoking
stimulant
tobacco

ADDITIONAL MATERIALS AND RESOURCES FOR HEALTH

Performance Objectives	Materials
1, 8	*Adult Basic Education for Personal and Family Development* (book), National University Extension Association
8	*Be Informed on Marriage* (study unit), Be Informed Series, New Readers Press (Phase 1)
7	*Body Pollution* (booklet), Commercial Union Assurance Company (teacher resource)
7, 12	*Diet and Dental Health* (pamphlet), American Dental Association (teacher resource)
11	*Drug Abuse,* California State Department of Education (Phase 2)
4	*Education in Family Planning* (study unit), Lancaster-Lebanon (teacher resource)
2, 4	*Escape from Fear-Amor Sin Temor,* Planned Parenthood of America (local office) (Phase 2)
2	*Health and Nutrition* (sound filmstrips), National Education Association (Phase 1)
5	*Helping Your Handicapped Child* (booklet), New Readers Press (Phase 1)
3	*Illinois Teacher for Contemporary Roles,* Vol. XIV, No. 2, November-December 1970, Division of Home Economics Education (Phase 2)
5	*Infant Care,* U.S. Government Printing Office (Phase 2)
1	*Inglés Para Sobrevivir,* Latin American Family Education Program (Phase 1 and ESL)
1	*It Could Happen to You* (booklet), New Readers Press (Phase 1)
1, 2, 3, 5, 7, 10	Library of Adult Basic Education Learning Activity Packets, series of 74 booklets, PAR Incorporated (Phase 1)
1, 8	*Managing the Family's Affairs* (set of 12 sound filmstrips), Eye Gate House (Phases 1 — 2)
1	*Protecting Family Health and Security* (multimedia kit), Grolier Education Corporation (Phases 1 — 2)
7, 10, 11	*Plan Survival Skills* (individualized course kit), Westinghouse Learning Corporation (Phase 2)
1	*Protecting Your Family from Accidental Poisoning* (pamphlet), Public Affairs Pamphlets (teacher resource)
1	*Under the Influence* (booklet), Aetna Insurance Company (teacher resource)
5	*Your Child's Emotional Health* (pamphlet), Public Affairs Pamphlets (teacher resource)
5	*When Teenagers Take Care of Children: A Guide for Baby Sitters,* U.S. Government Printing Office (Phase 2)

10 *Film Loan Library* (listing of free films), available on loan from Dairy Council, Inc., Indianapolis

6 *Too Young to Die: Youth and Suicide*, by Francine Klagsbrun, Farnsworth Publishers, Inc.

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Community Resources

Goal: To understand that community resources, including transportation systems, are utilized by individuals in society in order to obtain a satisfactory mode of living.

Community Resources

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PERFORMANCE OBJECTIVE: To know the types and purposes of community services provided for members of society and how to gain access to these services.

SKILLS OBJECTIVES

Reading
The adult learner reads available material relating to community services.
- Develops vocabulary
- Obtains information
- Makes inferences
- Draws conclusions
- Skims materials

Writing
The adult learner lists the names, addresses and telephone numbers of community services available in his/her area.
- Makes a list

Speaking, Listening, Viewing
The adult learner views and discusses the community services available in the area, the purpose and requirements of each and the consequences of not having such services.
- Obtains information
- Derives personal relevance

Problem Solving
The adult learner decides which services she/he may need and how to obtain them.
- Describes problem or situation
- Obtains needed information
- Examines personal values and any potential conflicts
- Examines constraints
- Plans alternate strategies
- Determines plan of action

Interpersonal Relations
The adult learner interacts with people who can provide the needed information and help through community services.
- Interacts with others
- Explains goals, ambitions, needs and preferences

Computation
The adult learner is able to compute the cost of community services.
- Adds decimals
- Multiplies decimals

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

R 1. . . . reads a precompiled list of general community services in education, health, safety, legal, consumer, government and leisure areas.

R 2. . . . skims information sources to locate community services which may be of benefit.

R 3. . . . reads materials on available services and determines the cost and requirements for using these services.

SLV 4. . . . discusses with the instructor or group which community services are available locally and the method of qualifying for such services (e.g., legal aid, mental health services).

SLV 5. . . . discusses the list of community services in terms of how these services meet individual, family and community needs.

W 6. . . . lists names, addresses and telephone numbers of the community services that would be beneficial.

SLV 7. . . . views a filmstrip or listens to a resource person describe and explain the different types of services available in the community and discusses the consequences of not having community services such as post office, fire and police departments.

C 8. . . . computes the cost of using community services (e.g., bus vs. car, health clinic vs. private doctor, food stamps, etc.)

IPR 9. . . . role plays the interaction that would take place when taking advantage of these services.

PS 10. . . . decides which community agencies should be contacted to meet a specific need.

IPR/PS 11. . . . role plays the resolution of a problem which she/he is experiencing in working with a community agency.

IPR 12. . . . discusses with others the funding sources for community agencies.

SUGGESTED MATERIALS AND RESOURCES

1-3. Pamphlets from various community organizations

Social Security and You, Income Insurance & Health Insurance, Channing L. Bete Company (teacher resource)

2. Yellow pages; local director of community services

4. Brochures, pamphlets and information from the offices of community and government services

5. *The Town You Live In* (booklet), Turner Livingston Reading Series, Follett Publishing Company (Phase 2)

6. See #4 above

Yellow pages of telephone directory

7. Community Service Council, 634-4357 (Indianapolis area)
(Provides information for any area of community services)

Resource person from any community agency

8. Cost of services from various community agencies

9. No special materials needed

10. See #4, 5, 6 above

11. Individual experiences

12. Resource person from city or county government

PERFORMANCE OBJECTIVE: To understand how and when to apply for community services.

SKILLS OBJECTIVES

Reading
The adult learner reads information regarding procedures for eligibility and application for community services.
- Develops vocabulary
- Generalizes
- Distinguishes between fact and opinion
- Obtains information

Writing
The adult learner writes to apply for community services.
- Fills out forms
- Writes letters

Speaking, Listening, Viewing
The adult learner obtains information through discussion about eligibility and application procedures for various community services.
- Presents or seeks information
- Draws conclusions
- Derives personal relevance

Problem Solving
The adult learner considers personal or family needs for community social services and determines eligibility and how to apply.
- Describes the problem or situation
- Obtains needed information
- Examines constraints
- Plans alternate strategies
- Determines plan of action

Interpersonal Relations
The adult learner interacts with community service personnel to obtain selected community services.
- Interacts with others
- Explains interests, preferences and needs
- Solves problems

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

R 1. . . . reads available literature relating to eligibility requirements and procedures for obtaining community services.

SLV/IPR 2. . . . discusses with resource persons who represent various community services how and when to apply and who is eligible.

R 3. . . . reads pamphlets from various community agencies to distinguish between fact and opinion.

IPR 4. . . . discusses hypothetical case histories provided by the instructor to determine who and

IPR 4. . . . discusses hypothetical case histories provided by the instructor to determine who is eligible and why and how the service helped.

W 5. . . . writes a letter to an agency requesting information and forms which elicit information regarding the individual's eligibility for services.

R/W 6. . . . reads and completes the forms which are necessary for obtaining a specific community service.

PS/IPR 7. . . . based on a personal need for community service, selects a service for which he/she is likely to be eligible and applies for that service (actual or simulated).

SUGGESTED MATERIALS AND RESOURCES

1. *Where to Go, What to See, What to Do* (book), by Stephen S. Udvari, Steck-Vaughn Company (Phases 1 — 2)

2. Resource person from community

3. Pamphlets from community agencies

4. *Foundations of Citizenship* (workbook), Frank E. Richards Publishing Company (Phase 2)

5. Teacher-made business letters of request

   Forms obtained from the local community such as welfare, health services and recreational facilities that require forms to be filled out

   The Bank Book (workbook), Frank E. Richards Publishing Company (Phase 1)

7. No special materials needed

PERFORMANCE OBJECTIVE: To know the recreational sites and services available in the community.

SKILLS OBJECTIVES

Reading
The adult learner reads materials concerning the availability of recreational activities.
- Develops vocabulary
- Obtains information
- Derives personal relevance
- Skims materials

Writing
The adult learner writes information on recreational sites and services.
- Makes lists
- Writes letters

Speaking, Listening, Viewing
The adult learner views and discusses materials on various recreational services in the community.
- Expresses needs
- Evaluates the content
- Interprets ideas

Problem Solving
The adult learner selects those recreational services which serve personal or family leisure needs.
- Describes the problem or situation
- Obtains needed information
- Examines personal values and potential conflicts
- Examines constraints
- Plans alternate strategies
- Determines plan of action

Interpersonal Relations
The adult learner calls or visits recreational facilities and discusses the services offered.
- Interacts with others
- Explains goals, ambitions, interests, preferences and needs
- Pinpoints potential conflicts

Computation
The adult learner computes the cost of recreational services.
- Adds whole numbers
- Adds decimals
- Multiplies whole numbers
- Multiplies decimals
- Completes a combination of operations

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

SLV 1. . . . discusses personal definition of recreation and the type of recreational activities the adult is aware of in the community.

R 2. . . . reads a precompiled list of vocabulary terms dealing with recreational services available in the community.

IPR/SLV 3. . . . interacts with a resource person to discuss what recreational facilities are available and the costs of the various services (e.g., sports areas, parks, theaters, etc.).

R	4.	. . . skims reference sources (newspapers, bulletins, etc.) to locate recreational services including where hobbies are taught.
W	5.	. . . lists names, addresses and telephone numbers of recreational services.
SLV/ IPR	6.	. . . makes telephone calls to inquire about time, costs and reservations for using recreational facilities.
PS/ C	7.	. . . uses the information gathered to select the recreational services desired and computes the costs (e.g., court, green and pool fees, equipment rental vs. purchase, admission fees).
SLV	8.	. . . discusses a list of free or discounted recreational activities.
R	9.	. . . reads maps, charts and tables related to recreational services.
W	10.	. . . writes an informal letter to a friend describing recreational services in the community.
IPR	11.	. . . interacts with others on personal experiences in using various recreational facilities in the area and their location.

SUGGESTED MATERIALS AND RESOURCES

1. Resource materials from the newspaper and magazines

   Pamphlets from the specific community agency or agencies

2. Teacher-made list

3. Resource person from the Parks Department or other recreational facility

4. Flyers on adult education classes from local schools, colleges or universities

   Where to Go, What to See, What to Do (booklet), Family Development Series, Steck-Vaughn Company (Phase 1)

5. Telephone directory

6. Telephone directory

7. Brochures from local YMCA, YWCA, Parks Department and other recreational facilities

8. Student-made list

9. Collected maps, charts and tables from recreational services in the community

10-11. No special materials needed

PERFORMANCE OBJECTIVE: To be able to utilize information services of the community.

SKILLS OBJECTIVES

Reading
The adult learner reads written media material concerning information services.
- Develops vocabulary
- Follows directions
- Identifies purpose
- Draws conclusions

Writing
The adult learner writes a list of community information services to fit personal needs.
- Makes lists

Speaking, Listening, Viewing
The adult learner, through listening and discussing, becomes familiar with information services in the community.
- Expresses needs
- Organizes information

Problem Solving
The adult learner determines which information services of the community are best suited to personal needs and determines how to use them.
- Describes the problem or situation
- Obtains needed information
- Examines constraints
- Determines plan of action

Interpersonal Relations
The adult learner interacts with others to increase personal understanding of community information services.
- Interacts
- Explains goals, ambitions, interests, preferences and needs

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

SLV 1. . . . listens to the radio or TV for an information announcement and reports the essence of the announcement to the instructor or the group.

R 2. . . . reads information in the newspaper such as classified ads, etc.

W 3. . . . lists those information sources and services that are of personal interest.

R 4. . . . uses the telephone directory to obtain information about community services (Better Business Bureau, Parks Department, etc.).

IPR 5. . . . role plays using the directory assistance operator and/or long distance information services in placing a simulated call.

IPR 6. . . . simulates phoning information or talk show on the radio or TV.

PS 7. . . . utilizes an information service based on a specific need.

SUGGESTED MATERIALS AND RESOURCES

1. *The Town You Live In* (booklet), Follett Publishing Company (Phase 1 — 2)
2. Newspaper ads

   How to Read Newspapers (booklet), New Readers Press (Phase 2)
3. Resource persons from the local community
4. Telephone directory, yellow pages
5. *How to Use the Telephone* (booklet), New Readers Press (Phase 2)

   Telephone directory
6. *Communications* (booklet), Lancaster-Lebanon Intermediate Unit (Phase 1)

   How to Use Telephones (pamphlet), New Readers Press (Phase 1)

   We Learn About the Telephone, American Telephone and Telegraph (Phase 1)
7. No special materials needed

PERFORMANCE OBJECTIVE: To locate and be able to use the services of a public or school library.

SKILLS OBJECTIVES

Reading
The adult learner reads materials pertaining to the services of the local library.
- Develops vocabulary and spelling
- Follows directions
- Obtains information
- Uses map

Writing
The adult learner writes information pertaining to library services.
- Fills out forms
- Makes notes

Speaking, Listening, Viewing
The adult learner discusses the services of the library.
- Organizes information
- Seeks and conveys information
- Derives personal relevance

Problem Solving
The adult learner uses an information need to determine how to locate information.
- Defines need
- Obtains information
- Determines plan of action

Interpersonal Relations
The adult learner visits (or role plays a visit to) the public library with the assistance of a resource person.
- Interacts with others
- Explains preference and needs

Computation
The adult learner computes the cost of overdue library books.
- Adds
- Subtracts
- Multiplies

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

R/SLV 1. . . . reads and discusses information with a resource person about the services of the library.

R 2. . . . reads library vocabulary.

R 3. . . . uses the telephone directory to determine locations and hours of operation of various libraries.

R 4. . . . uses a city map to locate the library and gives directions to another student.

W 5. . . . fills out an application for a library card.

W 6. . . . makes notes on the services of the library.

SLV 7. . . . discusses the rules and procedures for using the library.

R/PS SLV 8. . . . utilizes the card catalog to learn the array of resources available and locates a specific topic.

R/PS SLV 9. . . . utilizes the periodical guide and reference books to locate information on a specific topic.

C 10. . . . computes the cost of a given number of overdue library books.

SLV 11. . . . role plays requesting assistance from a librarian or paying a library fine.

SUGGESTED MATERIALS AND RESOURCES

1. *Be Informed on Using the Library, Part I* (booklet), New Readers Press (Phase 2)

   Libraries and You (booklet), Channing L. Bete Company (Phases 1 — 2)

   Where To Go, What To See, What To Do (workbook), Steck-Vaughn Company (Phase 2)

2. See word list
3. Telephone directory
4. City map
5. Library card application form
6. No special materials needed
7. *Be Informed on Using the Library,* Parts 2-5 (booklet), New Readers Press (Phase 2)

   See #5

   Libraries and You (booklet), Channing L. Bete Company (Phases 1 — 2)

   Resource person

8. See #7
9. *How to Use the Dictionary and Other Reference Books* (booklet), New Readers Press (Phase 2)
10. Coins and currency
11. No special materials needed

PERFORMANCE OBJECTIVE: To be able to utilize services of people and agencies in the community who are responsible for dealing with citizen complaints.

SKILLS OBJECTIVES

Reading
The adult learner reads reference sources in order to learn about citizen complaint agencies.
- Develops vocabulary
- Obtains information
- Makes inferences
- Draws conclusions

Writing
The adult learner writes information on consumer complaints.
- Makes lists
- Writes letters

Speaking, Listening, Viewing
The adult learner discusses agencies that are available in the community to act on citizen complaints.
- Presents or seeks information

Problem Solving
The adult learner decides which agencies or people can act upon given complaints.
- Describes the problem or situation
- Obtains needed information
- Examines personal values and potential conflicts
- Examines constraints
- Plans alternate strategies
- Determines plan of action

Interpersonal Relations
The adult learner interacts with others about specific organizations in terms of location, areas of interest and effectiveness.
- Interacts with others
- Explains goals, ambitions, interests, preferences and needs
- Identifies potential conflict

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

R/SLV 1. . . . reads and discusses information about community agencies and their responsibilities to the community.

R 2. . . . reads and writes the names and abbreviations of citizen agencies found in the community.

SLV/IPR 3. . . . interacts with a resource person to obtain information on violation of rights and what can be done about it.

PS 4. . . . role plays registering a complaint with Legal Aid, NAACP, a congressman, Department of Sanitation, Social Security Office, Welfare Department, school, complaint department of a store, etc.

W 5. . . . makes a list of consumer complaint agencies.

IPR 6. . . . based on a specific problem, contacts the consumer complaint representative of the local newspaper, TV or radio station to seek assistance.

W 7. . . . writes a letter of complaint to the local newspaper, TV or radio station.

SUGGESTED MATERIALS AND RESOURCES

1. Community directories

   Brochures from community agencies, such as Better Business Bureau, Legal Aid, Police Department, Consumer Protection, Division of the Office of Attorney General of Indiana, etc.

2. Telephone directory

   All About the Hall Family (booklet), Adult Improvement Series, Frank E. Richards Publishing Company (Phase 1)

3. *Rights and Duties of Citizens* (workbook), Frank E. Richards Publishing Company (Phase 1)

4. Resource person from local agency, such as Legal Aid, NAACP, Welfare Department, Department of Sanitation or local school

5. See #1

6. Student-made list

7. No special materials needed

PERFORMANCE OBJECTIVE: To be able to utilize signs related to transportation.

SKILLS OBJECTIVES

Reading
The adult learner reads terms and signs related to transportation.
- Develops vocabulary
- Follows directions
- Obtains information
- Identifies symbols

Writing
The adult learner writes directions utilizing terms, symbols and numbers related to transportation.
- Lists sequential steps (writing directions)

Speaking, Listening, Viewing
The adult learner discusses signs and directions related to transportation needs.
- Organizes information
- Interprets ideas

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

SLV 1. . . . views signs containing words from the reading lists (e.g., taxi stands, bus stop, subway station, air terminals, train stations).

R 2. . . . reads a list of words found on signs related to transportation.

SLV 3. . . . discusses the signs and signals from the reading list.

R 4. . . . reads transportation safety signs and signals.

SLV 5. . . . considers the importance of traffic signs and signals in terms of safety and information for the traveler.

W 6. . . . writes directions to a given point.

SLV 7. . . . gives oral directions to a place as indicated by the teacher.

R 8. . . . reads assigned sections of the *Indiana Driver's Manual.*

SUGGESTED MATERIALS AND RESOURCES

1. *How to Read Signs* (booklet), New Readers Press (Phase 1)
2. *Adult Reader* (book), Steck-Vaughn Company (Phase 1)
3. State driver's manual
4. *Know the Signs, Be A Better Driver* (workbook), Frank E. Richards Publishing Company (Phase 1)

   Building Safe Driving Skills (booklet), Fearon Publishers (Phase 2)
5. *Getting Ready to Drive* (workbook), Frank E. Richards Publishing Company (Phase 1)

   How to Read Signs (booklet), New Readers Press (Phase 1)
6. *Listen and Write,* EDL (Phases 1 — 2)
7. No special materials needed
8. *Indiana Driver's Manual,* available from local auto license branch

PERFORMANCE OBJECTIVE: To be able to locate and utilize transportation facilities.

SKILLS OBJECTIVES

Reading
The adult learner reads different types of transportation schedules and related materials.
- Develops vocabulary
- Obtains information
- Uses references
- Makes comparisons
- Draws conclusions

Writing
The adult learner lists information about transportation schedules and agencies.
- Lists sequential steps

Speaking, Listening, Viewing
The adult learner discusses different transportation schedules and modes of transportation.
- Presents or seeks information

Problem Solving
The adult learner determines those travel modes and information facilities which will best meet personal needs.
- Describes the problem
- Obtains needed information
- Examines constraints
- Plans alternate strategies
- Determines plan of action

Interpersonal Relations
The adult learner interacts with others to obtain information as to route, schedules, reservations, cost, travel insurance, etc.
- Interacts with others
- Explains goals, ambitions, interests, preferences and needs

Computation
The adult learner calculates fares for various modes of transportation.
- Adds decimals
- Multiplies decimals
- Divides whole numbers

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

R 1. . . . views and reads different types of transportation schedules.

R 2. . . . reads the yellow pages and related materials to obtain transportation information.

W 3. . . . writes down the needed information concerning one particular transportation schedule.

W 4. . . . writes the names, addresses and phone numbers of local transportation agencies and terminals.

R 5. . . . reads brochures put out by travel agencies.

SLV 6. . . . discusses the pros and cons of using different modes of transportation with special attention to prices, times and availability.

C 7. . . . calculates fares utilizing the various transportation schedules.

C 8. . . . compares fares for various modes of travel and for various times of the year.

C 9. . . . calculates the time factors involved in his/her itinerary, based on the utilization of public transportation.

IPR 10. . . . role plays calling for relevant travel information.

PS 11. . . . plans an itinerary based on the best means of transportation, schedules, etc.

SUGGESTED MATERIALS AND RESOURCES

1. *Occupational Education Fact Finding Series* (booklet), Special Service Supply (Phases 1 — 2)
2. Yellow pages of telephone directory
3. Schedules from airlines, bus and train schedules from local community
4. Yellow pages of telephone directory
5. Travel agency brochures — AAA, oil companies, etc.
6. *Time and Telling Time* (booklet), Fearon Publishers (Phase 1)

   GO Magazine AA (workbook), EDL (Phase 1)
7. No special materials needed
8. Information from travel agencies
9. Transportation schedules; also see #6 above
10. No special materials needed
11. Train, airline, bus schedules

PERFORMANCE OBJECTIVE: To learn the use of maps relating to travel.

SKILLS OBJECTIVES

Reading
The adult learner reads and utilizes information related to maps.
- Develops vocabulary
- Follows directions
- Obtains information
- Uses charts

Writing
The adult learner writes directions and draws diagrams illustrating or explaining details of reaching a destination.
- Lists sequential steps (writing directions)

Speaking, Listening, Viewing
The adult learner receives, interprets and relates travel map information.
- Organizes information
- Presents information
- Clarifies issues

Problem Solving
The adult learner uses map information to plan travel to a specific city.
- Describes the problem or situation
- Obtains needed information
- Examines constraints
- Plans alternative strategies
- Determines plan of action

Interpersonal Relations
The adult learner discusses the way to read and use a map and how to utilize the different types of information obtained from it.
- Interacts with others
- Explains goals, ambitions, interests, preferences and needs

Computation
The adult learner uses maps to compute distances and travel time.
- Measures distance and uses mileage scale
- Multiplies whole numbers
- Multiplies fractions
- Divides whole numbers

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

R 1. . . . reads a list of terms commonly used on travel maps and identifies information on the map.

R 2. . . . locates various points of interest on a local map.

W 3. . . . illustrates directions to a desired destination from a given address.

R 4. . . . identifies specific symbols as suggested by the instructor.

SLV 5. . . . tells how to get from one city to another using the terms north, south, east and west, plus highway numbers.

W/PS 6. . . . draws a map showing the main highways between two towns.

R	7.	. . . reads written directions and traces a suggested route between two points on a map.
IPR	8.	. . . interacts with oil companies to complete travel request forms and obtain travel information.
IPR/ PS	9.	. . . locates points of interest on a map.
PS	10.	. . . discusses the best and alternate routes from one point to another.
C	11.	. . . measures the distance between two points and, using the mileage table, computes the distance in miles/kilometers and the travel time in hours.
IPR/ PS	12.	. . . role plays seeking directions from a service station attendant to locate a given address or point of interest.

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SUGGESTED MATERIALS AND RESOURCES

1. *Getting Started, Communications I* (book), Follett Publishing Company (Phase 1)

   Skills for Understanding Maps and Guides (worktext), Follett Publishing Company (Phase 2)

2. Local, state and national maps (can be obtained from service stations, AAA and/or local oil companies)

3. No special materials needed

4. American Automobile Association trip tickets

5. *Finding Ourselves* (booklet), Frank E. Richards Publishing Company (Phase 1)

6. *How to Read Maps* (booklet), New Readers Press (Phase 2)

7. See item #10

8. *Getting Started, Communications I* (book), Follett Publishing Company (Phase 1)

9. See #5 and #6 above

10. Local maps and state maps; also see #7 above

11. *Useful Arithmetic, Vol. II* (workbook), Frank E. Richards Publishing Company (Phase 2)

12. No special materials needed

PERFORMANCE OBJECTIVE: To recognize time zone boundaries and understand the concept of daylight savings time.

SKILL OBJECTIVES

Reading
The adult learner reads materials about time zones and daylight savings time.
- Develops vocabulary
- Obtains information
- Generalizes
- Use time zone map

Writing
The adult learner writes information pertaining to time zones and daylight savings time.
- Makes list

Speaking, Listening, Viewing
The adult learner demonstrates an understanding of the different time zones and that time measurement is an alterable construct rather than a fixed natural law (e.g., changeovers to daylight savings time).
- Organizes information
- Interprets ideas

Problem Solving
The adult learner uses time zone boundaries in planning travel.
- Describes problem or situation
- Obtains needed information
- Examines constraints
- Plans alternate strategies
- Determines plan of action

Computation
The adult learner computes simultaneous time in the zones on a national basis.
- Adds time
- Subtracts time

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

R 1. . . . reads a list of vocabulary words relating to time zones and daylight savings time (eastern, mountain, central and Pacific).

R 2. . . . uses a map to read time zone boundaries.

W 3. . . . makes a chart showing specific zone or zones.

SLV 4. . . . orally describes time zones and demonstrates understanding by resetting clocks to comply with time changeover.

SLV 5. . . . discusses the advantages and disadvantages of daylight savings time.

C 6. . . . determines the current time in various time zones throughout the nation.

W 7. . . . uses a map to list areas and time zones in which she/he has lived or traveled.

C/PS 8. . . . plans a trip across several time zones calculating travel arrival and departure times at specific points.

SUGGESTED MATERIALS AND RESOURCES

1. Teacher-prepared materials
2. Copies of maps which indicate time zone boundaries

   Learning About Time (booklet), Frank E. Richards Publishing Company (Phase 1)
3. Teacher-prepared materials

   See materials in #2
4. Teacher-made materials
5. Teacher-prepared materials

   TV Guide (for programming)
6. Timetables indicating time comparisons in various time zones
7. State, local and national maps

   Useful Arithmetic (workbook), Frank E. Richards Publishing Company (Phase 1)
8. See item #7

PERFORMANCE OBJECTIVE: To request information on and make reservations for travel and overnight accommodations.

SKILLS OBJECTIVES

Reading
The adult learner reads information on travel and overnight accommodations/reservations.
- Develops vocabulary
- Uses references
- Draws conclusions
- Obtains information

Writing
The adult learner writes concerning information on travel and overnight accommodations.
- Makes notes
- Writes letters
- Fills out forms

Speaking, Listening, Viewing
The adult learner discusses making travel accommodations and reservations.
- Presents information
- Interprets ideas

Problem Solving
The adult learner determines which types of accommodations will meet personal needs.
- Describes the problem or situation
- Obtains needed information
- Examines constraints
- Plans alternate strategies in terms of constraints
- Determines plan of action

Interpersonal Relations
The adult learner contacts various agencies to arrange for travel and overnight accommodations.
- Interacts with others
- Explains interests, preferences and needs

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

SLV	1.	. . . becomes aware, through discussion, of the information to be included when making any type of travel reservations.
R	2.	. . . reads a list of terms related to making verbal or written reservations and brochures and travel guides.
W	3.	. . . uses the new transportation vocabulary in sentences.
PS	4.	. . . discusses whether to call or to write requesting travel or overnight accommodations.
W	5.	. . . fills out sample reservation forms for hotels and/or motels.
PS	6.	. . . compares the cost of hotel/motel accommodations and determines which is best for personal needs.
W	7.	. . . chooses a specific hotel/motel and writes for information concerning reservations.
SLV/ IPR	8.	. . . shares experiences in making reservations for a trip and discusses the types and quality of service provided by various agencies.

IPR 9. . . . role plays making reservations for travel on a plane, bus or train.

PS 10. . . . plans an extended trip and determines the specific travel and overnight accommodations required.

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SUGGESTED MATERIALS AND RESOURCES

1. Brochures, travel guides
2. *Occupational Fact Finding Series,* Special Service Supply (Phase 2)
3. Teacher- or student-made list
4. See #1 above; various gasoline companies
5. Sample reservation forms from hotels and motels
6. Hotel and motel brochures

7-9. No special materials needed

10. See item #3

PERFORMANCE OBJECTIVE: To understand the public problems that are caused or alleviated by transportation.

SKILLS OBJECTIVES

Reading
The adult learner reads articles relating to transportation and public problems.
- Develops vocabulary
- Draws conclusions
- Obtains information
- Makes comparisons

Writing
The adult learner uses vocabulary words that are associated with transportation and public problems in written sentences.

Speaking, Listening, Viewing
The adult learner discusses the different problems in public and private transportation.
- Expresses needs
- Organizes information
- Clarifies issues

Problem Solving
The adult learner considers the major public problems caused or alleviated by transportation.
- Describes the problem or situation
- Obtains needed information
- Examines personal values
- Examines constraints
- Plans alternate strategies in terms of constraints
- Determines plan of action

Interpersonal Relations
The adult learner discusses public problems caused or alleviated by transportation and the citizen's role in these.
- Interacts with others
- Explains interests, preferences and needs

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

R 1. . . . reads a list of terms dealing with public problems in transportation.

SLV 2. . . . views materials on factors which contribute to traffic problems, such as pollution and traffic density.

R 3. . . . reads articles on traffic problems affecting U.S. cities.

IPR/PS 4. . . . discusses possible and alternate solutions to transportation problems experienced every day and decides on appropriate action.

W 5. . . . uses the vocabulary words about transportation in written sentences.

SLV/C 6. . . . discusses the difference between car performance, such as VW as opposed to the Thunderbird, and driving techniques in terms of energy conservation.

IPR 7. . . . discusses federal regulations for auto safety, emissions, etc.

R 8. . . . reads and compares information on various forms of transportation which may be of benefit.

SUGGESTED MATERIALS AND RESOURCES

1. See word lists at end of this section
2. No special materials needed
3. *Bicycle Safety,* Aetna Life and Casualty Insurance (Phase 1), free

   Magazine articles on pollution

   AAA Safe Driving Information, American Automobile Association (teacher resource)
4. No special materials needed
5. *Occupational Education Fact Finding Series,* Special Service Supply (Phase 1)
6. *Be A Better Driver,* Frank E. Richards Publishing Company (Phase 1)
7. *Clean Air and Your Car* (pamphlet 023D), U.S. Government Publications, Consumer Information Center, free

   Why Unleaded Gas? (pamphlet 017C), U.S. Government Publications, Consumer Information Center, free
8. Articles on various means of transportation

PERFORMANCE OBJECTIVE: To understand driving regulations and courtesies.

SKILLS OBJECTIVES

Reading
The adult learner reads the State Driver's Manual.
- — Develops vocabulary
- — Obtains information
- — Generalizes

Writing
The adult learner writes information about the auto license branch and other matters relating to driving regulations.
- — Makes notes
- — Fills out forms

Speaking, Listening, Viewing
The adult learner views and discusses rules and regulations regarding safe driving practices. He also gains necessary information for obtaining and renewing a driver's license.
- — Expresses needs
- — Organizes information
- — Interprets ideas
- — Evaluates content

Problem Solving
The adult learner determines which of the specialized driving regulations affect him and how to comply with them.
- — Describes the problem or situation
- — Obtains needed information
- — Examines constraints
- — Plans alternate strategies in terms of constraints
- — Determines plan of action

Interpersonal Relations
The adult learner interacts with others concerning problems associated with operating a motor vehicle.
- — Interacts with others
- — Explains goals, ambitions, interests, preferences and needs

Computation
The adult learner understands how to estimate distance when driving.
- — Adds numbers
- — Subtracts numbers
- — Multiplies numbers
- — Makes estimates

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

R/W 1. . . . reads the *Indiana Driver's Manual* and makes notes on auto safety.

W 2. . . . writes down the name, address and telephone number of the nearest auto license branch.

W 3. . . . fills out an accident report form.

SLV 4. . . . views available media which present safety factors and regulations to be considered in driving.

SLV	5.	. . . discusses with resource persons the state driving regulations, including information on getting license plates and yearly inspections.
SLV/ IPR	6.	. . . discusses agencies in the community which provide emergency help or services to motorists (e.g., AAA, State Highway Patrol, etc.).
IPR	7.	. . . interacts with others concerning the meaning of defensive driving and the importance of being courteous.
IPR	8.	. . . role plays interaction with a policeman regarding various traffic violations.
PS	9.	. . . examines the *Indiana Driver's Manual* to identify those specialized driving regulations which apply to him/her and decides what must be done to comply.
IPR	10.	. . . discusses methods of dealing with traffic citations.
C	11.	. . . measures distances on a street or yard in order to estimate proper lengths required for following a car, stopping, passing, etc.

SUGGESTED MATERIALS AND RESOURCES

1. *Indiana Driver's Manual*

   Studying for a Driver's License (booklet), New Readers Press (Phase 1)

   Are You Fit to Drive? (pamphlet), American Medical Association (Phase 1)

2. *Occupational Education Fact Finding Series,* Special Service Supply (Phase 2)

   Yellow pages of telephone directory

3. *Be Informed on Owning an Automobile* (booklet), New Readers Press (Phase 1)

4. Resource person from the Indiana Bureau of Motor Vehicles or local auto license branch

   Resource person from local school or commercial driving school

5. *Studying for a Driver's License* (booklet), New Readers Press (Phase 2)

   Building Safe Driving Skills (booklet), Fearon Publishers (Phase 1)

6. Brochures from American Automobile Association, State Highway Patrol, other agencies that provide road services and emergency help when on the highway

7-8. No special materials needed

9. See #1 above

10. Resource person: driver education instructor, policeman or legal aid person

11. No special materials needed

VOCABULARY AND SPELLING LIST FOR COMMUNITY RESOURCES

Public Library Words

call numbers
card catalog
fiction
librarian
library card
magazines
nonfiction
periodicals
reference
stacks

Telephone Words

direct dialing
directory assistance
long distance
operator
person-to-person
station-to-station
yellow pages

General Words

fire department
police department
post office
telephone — telephone company

Recreation Words

archery
arts and crafts
badminton
ballet
baseball
basketball court
beach
boating
bowling
box office
camping
camp site
car races
card playing
ceramics
checkers
chess
concert
dance
drive-in
fishing
football
games
golf course
horseback riding
ice skating
leisure time
matinee
movies
museums
opera
park
Parks and Recreation Department
play
reading
reserved seats
rodeos
roller skating
service clubs
skiing
skin diving
swimming pool
tennis court
tent
theater
travel
volleyball
water skiing
YMCA
YWCA
zoo

Education

colleges and universities
private schools
public library
public schools
vocational schools

Health

Alcoholics Anonymous
hospital
Medicare
Planned Parenthood
Red Cross
rehabilitation agencies

Safety

ambulance service
Civil Defense
fire department
police department

Legal

lawyer
Legal Aid Society

Consumer

Attorney General — Consumer Protection Agency
B.B.B. — Better Business Bureau
county extension agent

Government

Attorney General's Office
Bureau of Motor Vehicles
Employment Security Division
food stamps
Highway Department
Medicare
Social Security
unemployment compensation
U.S. Post Office
Welfare Department

Social Services

Boys Club
Girls Club
Goodwill Industries
RAPE
Salvation Army

Transportation Words

airplane — plane
airport
auto license branch
baggage claim
bump
bus
bus driver
bus station
bus stop
car — automobile
central daylight time
central standard time
daylight savings time
detour
Do Not Enter
Do Not Pass
Don't Walk
driver's license
eastern daylight time
eastern standard time
exit
Expressway Ends
fare
flight
Gas — Food — Lodging
gate
Keep Right — Left
Loading Zone
long term parking
merge
Men Working
mountain daylight time
mountain standard time
narrow bridge
No Left (Right) Turn
No Parking
no passing zone
No U Turn
Pacific daylight time
Pacific standard time

Parking
Pass With Care
pedestrian
Railroad Crossing
Reduce Speed
Rest Area
Road Work Ahead
route
runway
schedule
short term parking
Signal Ahead
Soft Shoulder
speed limit
Stop
subway
taxi
token
traffic
train
transfer
trolley car
two way traffic
walk
wrong way
yield

General Words

Alcoholics Anonymous
Better Business Bureau
Chamber of Commerce
city council
city and state welfare departments
city health departments
clinic
community
consumer action agencies
community college
crisis centers
Employment Security Division
Goodwill Industries
Jewish community center
legal aid
neighborhood
newspaper
parks and recreation departments
parks and wildlife departments
Planned Parenthood
public defender
public interest research groups
radio
Red Cross
Salvation Army
school district (name of adult learner's particular district)
SPCA
television
telephone counseling
unions

ADDITIONAL MATERIALS AND RESOURCES FOR COMMUNITY RESOURCES

Performance Objective	Materials
1	*Adult Reading Improvement Series,* Reading Power Book I, Simon & Schuster (Phase 1)
1	*An Instructional Program Employability Orientation* (book), Human Resources Research Organization (HUMRRO)
7	*Aud-X Study Guide* (multimedia kit), EDL (Phase 1)
12	*Automobile Insurance* (multimedia kit), Interpretive Education
10	*Basic Science Handbook* (worktext), Cambridge (Phase 1)
12	*Bicycle Safety* (filmstrip and cassette), Interpretive Education
3	*Budgeting Series* (multimedia kit), Interpretive Education
11	*Daily Living Skills* (cassette tape and worksheet), Media Materials, Inc. (Phase 2)
11	*Decisions and Outcomes* (book), College Entrance Examination Board
13	*Drivers Education* (multimedia kit), Interpretive Education
12	*Clean Air and Your Car* (pamphlet 023D), U.S. Government Publications, Consumer Information Center, free
1	*English, Home and Community Life* (booklet), U.S. Government Printing Office (Phase 1)
1	*Food Stamp Facts,* USDA Federal Extension Service
11, 12	*Hello World,* A Careers Exploration Program, Field Educational Publications (Phase 2)
9	*How to Read a Map* (multimedia kit), Relevant Productions, Inc. (Phase 1)
7	*Learning the New International Road Signs* (multimedia kit), Eye Gate House (Phase 1)
1, 3, 4, 5, 7, 8, 10, 11	Library of Adult Basic Education Learning Activity Packets, series of 74 booklets, PAR Incorporated (Phase 1)
2, 7, 9	*Listen and Write* (cassettes and workbook), EDL (Phases 1 — 2)
2	*Live and Learn* (booklet), Noble and Noble, Inc.
10	*Map Kits* (transparencies), Visual Materials, Inc. (Phase 1)
3	*Newslab* (reading kit), SRA (Phase 1)
1	*Practical Government* (multimedia kit), National Education Association (all phases)
11	*Reading Power, Book I,* Adult Reading Improvement Series, Simon & Schuster (Phase 1)

3	*Recreation and Leisure Time Series* (multimedia kit), Interpretive Education
1	*Refresher Mathematics* (book), Allyn and Bacon, Inc. (Phase 2)
13	*Stop and Go Series* (multimedia kit), Interpretive Education
11	*The Associated Press Newspaper Reading Skills Development Program,* Westinghouse Learning Corporation (Phase 2)
12	*The City as an Ecosystem* (multimedia kit), Interpretive Education
3	*The Yellow Pages of Learning Resources II* (book), MIT Press
12	*Transportation* (multimedia kit), Interpretive Education
3, 7	*Using the Telephone Book* (multimedia kit), Interpretive Education
3	*Using Today's Library* (multimedia kit), Eye Gate House (Phase 1)
12	*Why Unleaded Gas?* (pamphlet 017C), U.S. Government Publications, Consumer Information Center, free

Government And Law

Goal: **To promote an understanding of society through government and law and to be aware of governmental functions, agencies and regulations which define individual rights and obligations.**

Government And Law

G&L-1	Governmental Functions	279
G&L-2	Individuals and the Government	283
G&L-3	Individuals and the Law	287
G&L-4	Legal Documents	291
G&L-5	Government and Taxes	295
G&L	Vocabulary and Spelling Lists	299
G&L	Additional Materials and Resources	301

PERFORMANCE OBJECTIVE: To develop an awareness of the structure and function of all levels of government.

SKILLS OBJECTIVES

Reading
The adult learner reads appropriate material to learn about the structure of federal, state and local governments, party politics and names of people in government positions.

- Develops vocabulary
- Obtains information
- Interprets charts, tables, graphs
- Derives personal relevance

Writing
The adult learner writes information concerning the structure and function of government: federal, state or local.

- Collects and organizes information in chart or outline form

Speaking, Listening, Viewing/Interpersonal Relations
The adult learner discusses the structure and function of government, party politics, elected and appointed positions.

- Seeks information
- Conveys information
- Derives personal relevance
- Understands other's position

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

Federal Government

SLV 1. . . . listens to and discusses with the instructor the Preamble and parts of the Constitution.

R 2. . . . reads and discusses a precompiled list of words related to the structure and function of government.

R 3. . . . reads appropriate materials related to the main concepts and structure of the federal government.

R 4. . . . uses charts, graphs and tables to obtain information on the functions of the federal government.

W 5. . . . completes charts by filling in important information on powers and responsibilities of branches of the federal government and names of congressmen and senators.

R 6. . . . reads and identifies the responsibilities delegated to the cabinet members and the relationship of these to one's needs.

State Government

R 1. . . . reads materials about the system of party politics.

SLV 2. . . . discusses the concept of "party politics", as related to the two-party system of government, and elected versus appointed officials.

W 3. . . . completes a chart by filling in titles and names of the state officials.

SLV 4. . . . views a map and identifies his/her own congressional district, congressmen and senators.

Local Government

SLV/IPR 1. . . . discusses with a resource person the structure and the responsibilities of the local government.

SLV/IPR 2. . . . visits sites of local government to become familiar with the structure and function.

W 3. . . . makes a note of his/her own local ward and precinct committeeperson.

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SUGGESTED MATERIALS AND RESOURCES

Federal Government

1. *About the Constitution* (booklet), Channing L. Bete Company, Inc. (Phase 2, teacher resource)

2. See word list at the end of this section for suggested words

3. *About Government* (booklet), Channing L. Bete Company, Inc. (teacher resource)

   Manual For Citizenship (booklet), local chapter of DAR

   My Country (book), Steck-Vaughn Company (Phase 1)

   Federal Government (book), Superintendent of Documents, U.S. Government Printing Office (Phase 2)

   Your Government and You (booklet), Frank E. Richards Publishing Company (Phase 2)

   In Your Country, Book 4 (book), The Young American Series, Fearon Publishers (Phase 1)

4. Charts, graphs and tables on the functions of the federal government

5. Chart can be teacher or student made. A list of answers can be supplied to the student or it can be a fill-in.

6. *Your Government and You* (booklet), Frank E. Richards Publishing Company (Phase 2)

   Federal Government (book), Superintendent of Documents, U.S. Government Printing Office (Phase 2)

State Government

1. *The Citizen and Political Parties* (booklet), The Center for Information on America (teacher resource)

2. Resource person: state political leader, representative from Democratic and/or Republican organization, League of Women Voters

   Practical Government (sound filmstrip), National Education Association (Phases 1 — 2)

3. *State Government* (book), Superintendent of Documents, U.S. Government Printing Office (Phase 2)

   Directory Packet of Government Officials (packet), Indianapolis Chamber of Commerce (Phases 1 — 2, teacher resource)

   The chart can be developed by the entire group and the student can fill in the names from a pre-compiled list.

4. The map may be obtained from the newspaper office or a local political organization.

Local Government

1. A resource person from the local government

2. Group or individual visits are appropriate. For individual visits, the teacher should prepare a list of questions to be answered or a list of important things to notice. The courthouse, city hall, town meetings, etc., are possible trips.

3. The teacher will assist in locating this information.

PERFORMANCE OBJECTIVE: To investigate the relationship between the individual citizen and the government.

SKILLS OBJECTIVES

Reading
The adult learner reads materials about the relationship between the individual citizen and the government.
- Develops vocabulary
- Obtains information
- Makes inferences
- Derives personal relevance

Writing
The adult learner writes to an elected official and fills out a voter registration form.
- Expresses self in writing
- Fills out forms

Speaking, Listening, Viewing
The adult learner discusses personal freedoms in relation to government activities and the importance of the individual's active participation in the governmental process.
- Obtains information
- Derives personal relevance
- Considers ideas of others
- Persuades another

Problem Solving
The adult learner considers ways the average citizen can influence government actions.
- Defines situation
- Obtains information
- Examines alternatives
- Draws conclusions

Interpersonal Relations
The adult learner interacts with others concerning the individual's responsibility as a citizen in the governmental process.
- Explains self
- Understands others' positions
- Identifies potential conflicts

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

SLV 1. . . . views and discusses an audiovisual on personal freedom in relation to government activity.

R 2. . . . reads and understands a precompiled vocabulary pertaining to the individual's relation to government, including terms from the Bill of Rights.

R/SLV 3. . . . reads and discusses news items relating to government activities that affect the individual, his property and relations with others.

R/SLV 4. . . . reads and discusses with a resource person the Bill of Rights and Constitutional amendments that deal with personal freedom and civil rights.

R/SLV 5. . . . reads and discusses materials on ways in which the individual can influence governmental actions through his representatives (e.g., citizens groups, voting, letters).

IPR/ PS	6.	. . . interacts with others in identifying a specific situation involving governmental powers and outlines possible courses of action for dealing with the situation.
R	7.	. . . reads materials about the voting process and where and how to register and vote.
W	8.	. . . fills out a voter registration form, simulated and/or actual.
SLV	9.	. . . discusses the voting process and the importance of being informed on issues and views a sample ballot.
W	10.	. . . writes a letter to an elected official expressing a personal opinion on a current issue.
IPR	11.	. . . attends a public meeting at the local government level to become aware of the individual's role as a responsible citizen in the governmental process.
IPR/ PS	12.	. . . role plays the resolution of a specific problem with various rules and regulations, e.g., zoning regulations, licensing, etc.

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SUGGESTED MATERIALS AND RESOURCES

1. *Practical Government* (sound filmstrip), National Education Association (Phases 1 — 2)
2. See word list at the end of this section for suggested words
3. Articles collected by the teacher and/or the learner from newspapers and magazines
4. *Know Your Rights,* Book 5 (book) Young American Series, Fearon Publishers (Phase 1)

   Foundations of Freedom (worktext), Follett Publishing Company (Phase 2)

   Resource person — a social studies or government teacher from the high school
5. *The People's Power* (booklet), New Readers Press (Phase 2)

   Being an Informed Citizen (booklet), Steck-Vaughn Company (Phase 2)

   In Your Community, Book 2 (book), Young American Series, Fearon Publishers (Phase 1)
6. No special material needed
7. *How to Register and Vote* (booklet), New Readers Press (Phase 2)
8. Forms available from local precinct committeepersons or the county clerk's office
9. Available from county clerk's office
10. No special materials needed
11. No special materials needed
12. Individual experiences

PERFORMANCE OBJECTIVE: To understand the relationship between the individual and the legal system.

SKILLS OBJECTIVES

Reading
The adult learner reads materials on the relationship between the individual and the legal system.
- Develops vocabulary
- Obtains information
- Derives personal relevance

Writing
The adult learner makes a list of places to call for different types of legal assistance.
- Seeks information
- Derives personal relevance

Problem Solving
The adult learner determines the appropriate courses of action in situations involving one's legal rights and duties.
- Defines situation
- Obtains information
- Examines alternatives
- Determines plan of action

Interpersonal Relations
The adult learner interacts with others in defining individually selected legal rights and duties.
- Explains needs and concerns
- Understands others' positions
- Identifies potential conflict

Computation
The adult learner compares costs involved in obtaining legal aid.
- Adds decimals
- Subtracts decimals
- Multiplies decimals
- Divides decimals

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

R 1. . . . reads and discusses a list of basic legal terminology.

R 2. . . . reads materials on the various ways of finding a lawyer and the service a lawyer provides.

SLV 3. . . . listens to and discusses with a resource person the circumstances under which it would be advisable to obtain legal aid, the various sources of legal aid available and how to obtain the aid.

W 4. . . . lists by name, address and phone number sources of legal assistance for different situations.

R 5. . . . reads materials on the federal and state court systems, regarding function and type.

W 6. . . . develops with the teacher a chart showing the relative jurisdiction of the courts and the right to appeal.

R 7. . . . reads information concerning the individual's rights if arrested or questioned by a law enforcement officer.

IPR/PS 8. . . . role plays an arrest or court scene, with particular emphasis placed on the rights of the individual.

PS 9. . . . classifies a precompiled list of offenses as either felony or misdemeanor according to state law.

SLV 10. . . . discusses with the teacher or resource person the probable length of sentence upon conviction and the requirements for paroles and pardons (related to #9 above).

C 11. . . . computes and compares the costs of obtaining legal aid from different sources for selected cases.

IPR/PS 12. . . . interacts with others to identify specific problem situations which involve an individual's legal rights or duties and determines the appropriate courses of action for dealing with them.

SUGGESTED MATERIALS AND RESOURCES

1. See the sample vocabulary list at the end of this section

2. *Do You Need an Attorney?* (pamphlet), Cooperative Extension Service, Purdue University (Phase 2), free

   Being an Informed Citizen (booklet), Steck-Vaughn Company (Phase 2)

   The Law for You (workbook), Accent/Consumer Education, Follett Educational Corporation (Phase 2, teacher resource)

3. Resource person — attorney, probation officer, police department community relations officer, corrections officer, Legal Aid Society representative

4. Telephone directory

   Bar Association directory

   Consumer Assistance Agencies in Indiana (pamphlet), Attorney General of Indiana, Consumer Protection Division, free

5-6. *Government by the People* (booklet), New Readers Press (Phase 2)

   Your Government and You (booklet), Frank E. Richards Publishing Company (Phase 2)

   The Law for You (booklet), Accent/Consumer Education Series, Follett Educational Corporation (Phase 2, teacher resource)

7. *The Police and Us* (booklet), New Readers Press (Phase 1)

   Brochures from the police department or Legal Aid Society

8. Video taped prepared skits

9-10. Teacher-prepared list of offenses common to the particular area; information obtained from the police department

11. For those students who need to develop basic math skills:

   Steps to Mathematics, Books 1 & 2 (Phase 1), and

   Basic Essentials of Mathematics, Parts 1 and 2, Steck-Vaughn Company (Phase 2)

12. No special materials needed

PERFORMANCE OBJECTIVE: To obtain a working knowledge of the various legal documents which the individual will need as a member of society.

SKILLS OBJECTIVES

Reading
The adult learner reads materials about commonly used legal documents, including samples of these.
- Develops vocabulary
- Obtains information
- Notes details
- Derives personal relevance

Writing
The adult learner outlines basic information about commonly used legal documents.
- Organizes information
- Outlines in writing

Speaking, Listening, Viewing
The adult learner discusses the purpose, nature and use of commonly used legal documents.
- Seeks information
- Expresses opinion
- Makes inferences
- Derives personal relevance

Problem Solving
The adult learner determines the types of legal documents required by personal needs and how to obtain them.
- Obtains information
- Examines constraints
- Plans alternatives
- Determines plan of action

Interpersonal Relations
The adult learner interacts with others concerning legal documents.
- Explains need
- Obtains assistance
- Identifies potential conflict

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

R/SLV 1. . . . views and discusses a selection of legal documents which are commonly used in daily life (e.g., rent contract, credit or loan agreement, marriage license, lien, will).

R 2. . . . reads and discusses a precompiled vocabulary of terms relating to legal documents.

W 3. . . . makes a list of all the legal documents the individual has to sign.

R 4. . . . reads materials concerning contracts and various items to consider and observe before signing a contract.

R/SLV 5. . . . reads and discusses some commonly used legal documents (from the adult's own sources or supplied by the instructor).

W 6. . . . completes a chart by filling in the types of documents commonly used, their purposes and estimated cost.

SLV 7. . . . listens to and discusses with a resource person basic legal documents which may be personally required, their nature and purpose, the difference between a written and an oral contract and the responsibilities of the parties bound by the contract.

PS 8. . . . determines the types of documents required for personal needs (given specific situations) and the proper agency or persons to contact in order to secure or execute the appropriate documents.

IPR 9. . . . interacts with the appropriate person to secure some type of legal document in a real or simulated situation.

PS 10. . . . discusses where and how to maintain a file of legal documents.

W/PS 11. . . . makes a list of events which would warrant the obtaining of legal services or legal advice.

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SUGGESTED MATERIALS AND RESOURCES

1. Samples of legal documents collected from local sources by the teacher
2. See word list at the end of this section for suggested words
3. No special materials needed
4. *The Law for You* (booklet), Accent/Consumer Education Series, Follett Publishing Company (Phase 2, teacher resource)

5-6. Samples provided by adult or teacher

Important Papers (booklet), Cooperative Extension Services (Phase 2), free

Keeping Your Important Papers (booklet), Cooperative Extension Service (Phase 1), free

Filing & Record Keeping (booklet), Cooperative Extension Service (Phase 2), free

7. Resource person — lawyer, trust officer, Civil Liberties Union, Legal Aid Society representative
8. No special materials required
9. No special materials required
10. See #5 and 6 above
11. See #7 above

PERFORMANCE OBJECTIVE: To explore the relationship between government services and the American tax system.

SKILLS OBJECTIVES

Reading
The adult learner reads material on the various kinds of government services and their relationship to the American tax system.
- Develops vocabulary
- Interprets charts, graphs and tables
- Obtains information
- Distinguishes between fact and opinion
- Derives personal relevance

Writing
The adult learner lists government services from which citizens benefit and the type of tax which supports each.
- Obtains information
- Outlines in writing

Speaking, Listening, Viewing
The adult learner discusses the various government services and their relationship to the tax system.
- Seeks information
- Conveys information
- Derives personal relevance

Computation
The adult learner develops an understanding of the monetary values and percentages related to government services and the tax system.
- Adds decimals
- Subtracts decimals
- Multiplies decimals
- Divides decimals
- Understands fractions
- Understands percentages

SUGGESTED TEACHING/LEARNING ACTIVITIES

The adult learner:

SLV 1. . . . views a filmstrip or other materials on the American tax system and its relationship to government services which benefit the public.

R 2. . . . reads a precompiled vocabulary of terms and symbols relating to government services and the tax system.

R 3. . . . reads selected materials describing various government agencies in the community which provide public services (e.g., welfare, food stamps, unemployment, police departments, etc.).

W 4. . . . makes a list of the government services which have been personally used or might be utilized and the type of tax which supports each of these (see #3 above for examples, plus Social Security, Medicare, etc.).

SLV 5. . . . listens to and discusses with a resource person the purposes of various government services and how these are supported by "social legislation" and a tax system (e.g., local Social Security officer, local IRS agent, county or city treasurer).

R 6. . . . reads materials explaining the different kinds of taxes and how they are collected and utilized (federal, state, local, income tax, sales tax, excise tax, property, etc.).

C 7. . . . develops an understanding of money values utilized in tax tables, graphs, charts, etc.

R 8. . . . uses charts, graphs and tables to develop an understanding of the American tax system.

C 9. . . . computes some actual examples of the various taxes which the individual pays.

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SUGGESTED MATERIALS AND RESOURCES

1. *Selected Governmental Service — An Overview* (sound filmstrip), Agencies and Services of the U.S. Government Series, Aims Instructional Media Services, Inc. (Phases 1 — 2)

2. See word list at the end of this section for suggested words

3. Pamphlets and brochures available from the offices of the Welfare Department, Food Stamp Program, Employment Securities Division, etc.

4. *Understanding Taxes* (booklet), Internal Revenue Service office (teacher resource)

5. Resource person from local Social Security office, IRS office, county or city treasurer

6. *Be Informed on Taxes* (study unit), New Readers Press (Phases 1 — 2)

   Social Insurance (book), Accent/Consumer Education Series, Follett Publishing Company (teacher resource)

7-8. Tax tables, graphs, charts, etc., from newspapers and magazines

   For those students who need to develop basic math skills:

   Steps to Mathematics, Books 1 and 2 (Phase 1), and

   Basic Essentials of Mathematics, Part 1 and 2 (worktexts), Steck-Vaughn Company

9. Teacher- or student-made problems

VOCABULARY AND SPELLING LISTS FOR GOVERNMENT AND LAW

General Terms

citizen
civil
civil liberties — civil rights
Civil Liberties Union (CLU)
commissioners
common law
communism
community
conservation
constitutional — unconstitutional
county
court
criminal — crime
defense
due process
excise tax
fact
federal
government
governor
individual liberties
jury
justice
law
legal
legal aid
libel
liberal
liberty
local
mass media
mayor
Medicare
naturalization
notary public
opinion
representative democracy
services
socialism
state
tariff
township
trail
veteran
welfare

Voting and Citizen Rights and Responsibilities

ballot
campaign — campaigning
caucus
citizen — citizenship
convention
delegate
democracy
Democrat — Democratic Party
election
election ward or precinct
electoral college
enfranchise — disenfranchise
freedom
general election
government
grass roots
League of Women Voters
minority rights
majority rule
nonpartisan
politics
political party
poll
primary election
propaganda
public opinion
registration (voter)
Republican — Republican Party
rights — inalienable rights — constitutional rights
secret ballot
voting
voting machine

Governmental Functions

amendment
Bill of Rights
Congress
congressional committees
Constitution — constitutional
executive
governor
judicial
legislative — legislature — legislators
mayor
President
Speaker of the House
vice-president

Arrest, Rights, Lawyers, Police, Courts

appeal
appellate court
arraign
arrest
bail
court
defendant
due process
evidence
felony
indictment
judgement
lawyers
legal aid
misdemeanor
plaintiff
plea
public defender
retainer
sentence
small claims court
subpoena
summons
verdict
witness
writ

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ADDITIONAL MATERIALS AND RESOURCES FOR GOVERNMENT AND LAW

Performance Objectives	Materials
3	*The Advocate* (newspaper), Legal Services Organization of Indianapolis, Inc. (Phase 2), free
1, 2	*Being an Informed Citizen* (booklet), Steck-Vaughn Company (Phase 2)
1, 2	*The Citizen and Political Parties* (booklet), The Center for Information on America (teacher resource)
2	*Community Action* (booklet), The Center for Information on America (teacher resource)
3	*Courts and the Law* (booklet), Xerox Education Publications
1	*The Election Game* (game), Educational Games Company (Phases 1 — 2)
1	*For the People* (16mm film), Division of Adult and Community Education, Indiana Department of Public Instruction (Phases 1 — 2), free loan
1, 2, 4	*Forms in Your Future* (worktext), Learning Trends (Phase 2)
1, 2, 3	*Government by the People and The People's Power* (study unit), Government and Voting Series, New Readers Press (Phase 2)
5	*How Taxes Work* (sound filmstrip), Dollars and Sense Series, produced by Troll Associates
1	*In Your State,* Book 3, The Young American Series, Fearon Publishers (Phase 1)
3	*Juvenile Rights* (booklet), Legal Services Organization of Indianapolis, Inc. (Phase 1), free
1, 2, 3	*Know Your Legal Rights,* Channing L. Bete Company, Inc. (teacher resource)
1, 2, 3, 5	*Know Your World* (weekly newspaper) (Phase 1)
	You and Your World (weekly newspaper), Xerox Education Publications (Phase 2)
1, 2, 3	*The Law and You* (booklet), Channing L. Bete Company, Inc. (teacher resource)
2	*Layman's Guide to Individual Rights Under the United States Constitution* (booklet), Superintendent of Documents, U.S. Government Printing Office (teacher resource)
3	*Legal Guide for Lay People* (book), Legal Services Organization of Indianapolis, Inc. (teacher resource)
1, 2	*Legal Protection for the Consumer* (book), Oceana Publications, Inc. (teacher resource)
2, 3, 4, 5	Library of Adult Basic Education Learning Activity Packets, series of 74 booklets, PAR Incorporated (Phases 1 — 2)
2	*The Lobbyists, Liberty Under the Law, Dissent and Protest,* and *Political Parties in the U.S.* (booklets), Xerox Education Publications

1, 2, 3, 4	*Managing the Family's Affairs Series,* "The Family and Its Legal Rights," "The Family and Its Legal Responsibilities" (filmstrips), Eye Gate House (Phase 1)
3, 4	*Modern Consumer Education MOD,* You and the Law, (multimedia kit), Grolier Education Corporation (Phases 1 — 2)
1, 2	*Now You Are a Voter* (filmstrip), Eye Gate House (Phase 1)
1	*Our Constitution and Government,* (simplified edition) (book), Superintendent of Documents, U.S. Government Printing Office (Phase 2)
1	*Our State Legislatures* (booklet), The Center for Information on America (teacher resource)
1	*Political Party Platforms* (booklet), The Center for Information on America (teacher resource)
1, 2, 3	*Practical Government* (filmstrips and cassettes), National Education Association (Phases 1 — 2)
1	*The Presidency, Congress in Action, The Supreme Court* (booklets), Xerox Education Publications
1	*Public Office at the Local Level* (booklet), The Center for Information on America (teacher resource)
2	*The Right to Vote* (booklet), The Center for Information on America (teacher resource)
5	*Taxes* (filmstrips), "Fundamentals of Economics" Series, Eye Gate House
1	*Washington, D.C.* (filmstrip BA-19), Educational Development Laboratory
1, 2, 4	*You and the Law, a Practical Guide to Everyday Law and How It Affects You and Your Family* (booklets), Readers Digest (teacher resource)
3	*You and the Law* (booklet), Legal Services Organization of Indianapolis, Inc. (Phase 1), free
3	*You and Your Lawyer* (booklet), Channing L. Bete Company, Inc. (teacher resource)
1, 2	*Your Rights and What They Really Mean* (filmstrips and cassettes), Eye Gate House (Phase 1)
1	*Your State Government* (book EA-GO-17), Educational Development Laboratory (Phase 2)
5	*Your Tax Dollar* (sound filmstrip), The New York Times Co. (Phases 1 — 2)

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Consumer Economics

GOAL: To manage a family economy and to demonstrate an awareness of sound purchasing practices.

PERFORMANCE OBJECTIVES:

CE-1 To be able to count and convert currency.

CE-2 To be able to convert weights and measures using measurement tables and mathematical operations (including metric).

CE-3 To understand sales and income taxes and to complete the necessary forms.

CE-4 To become aware of proper money management principles and to make wise consumer decisions.

CE-5 To be able to use catalogs in selecting goods and services.

CE-6 To be able to use consumer information sources to select goods and services.

CE-7 To be aware of factors that affect costs of goods and services and to determine the most economical places to shop.

CE-8 To be aware of the principles of comparison shopping.

CE-9 To know the various methods by which consumer goods are packaged and to know which methods are the best values (in terms of quality and storage) for personal needs.

CE-10 To be aware of advertising techniques and to recognize appropriate and inappropriate forms of selling and advertising.

CE-11 To know how to order food and how to tip in a restaurant.

CE-12 To be aware of different stores where home furnishings can be purchased and to determine the best buys for essential and luxury items based on individual needs and resources.

CE-13 To determine housing needs and to know how to obtain housing and utilities based on those needs.

CE-14 To know how to buy and maintain a car economically.

CE-15 To know basic procedures for the care and upkeep of personal possessions (home, furniture, car, clothing, etc.) and to be able to use resources relating to such care.

CE-16 To be familiar with media of exchange (money orders, checks, credit cards) and banking services in the community.

CE-17 To develop an understanding of credit systems and to determine personal use of them.

CE-18 To collect information concerning the types of insurance available and to be able to select the best insurance for the individual and the family.

CE-19 To recognize misleading and/or fraudulent product/service claims or tactics and to know the services and procedures available for consumer recourse.

CE-20 To be aware of an individual's rights and responsibilities regarding the consumption of world resources.

CE-21 To be aware of the variety of mail and package delivery services and to be able to use them.

Occupational Knowledge

GOAL: To develop a level of occupational knowledge which will enable adults to secure employment in accordance with their individual needs and interests.

PERFORMANCE OBJECTIVES:

OK-1 To identify sources of information which may lead to employment.

OK-2 To be aware of vocational testing and counseling methods which help prospective employees identify job interests and qualifications.

OK-3 To be aware of occupational categories in terms of on-the-job activities and job experience required.

OK-4 To understand the differences among commercial employment agencies, government employment agencies and private employers.

OK-5 To prepare for job applications and interviews.

OK-6 To know the attitudes and behaviors which are important to the maintenance and upgrading of employment.

OK-7 To know the financial and legal aspects of employment.

OK-8 To understand aspects of employment, other than financial, which would affect the individual's satisfaction with a job.

OK-9 To be aware of the services which are available to unemployed persons and to be able to implement various strategies which will reduce the stress of unemployment.

OK-10 To develop an understanding for retirement and to be able to deal effectively with it.

Health

GOAL: To insure good mental and physical health for the individual and the family.

PERFORMANCE OBJECTIVES:

H-1 To understand accident prevention through basic safety measures and to be able to take the necessary action in an emergency situation.

H-2 To know and be able to use medical and health services in the community.

H-3 To understand the physical and psychological influences of pregnancy as well as the need for proper pre- and postnatal care.

H-4 To understand the importance of family planning — its physical, psychological and financial implications — and to have knowledge of methods of birth control.

H-5 To understand and plan for child growth and development.

H-6 To understand the special needs and concerns of the adolescent and to facilitate the transition from childhood to adulthood.

H-7 To understand how preventive care and health maintenance contribute to good mental and physical health.

H-8 To understand the interaction of self with small groups and other individuals.

H-9 To understand health insurance and to be aware of organizations which provide financial assistance for medical and health care.

H-10 To be able to plan nutritious meals and to know how to grow, preserve and prepare foods.

H-11 To understand federal and state control of various foods, drugs and items for health protection and to be aware of community agencies involved in health protection and rehabilitation.

H-12 To understand the problems associated with terminal illness and death.

Community Resources

GOAL: To understand that community resources, including transportation systems, are utilized by individuals in society in order to obtain a satisfactory mode of living.

PERFORMANCE OBJECTIVES:

CR-1 To know the types and purposes of community services provided for members of society and how to gain access to these services.

CR-2 To understand how and when to apply for community services.

CR-3 To know the recreational sites and services available in the community.

CR-4 To be able to utilize information services of the community.

CR-5 To locate and be able to use the services of a public or school library.

CR-6 To be able to utilize services of people and agencies in the community who are responsible for dealing with citizen complaints.

CR-7 To be able to utilize signs related to transportation needs.

CR-8 To be able to locate and utilize transportation facilities.

CR-9 To learn the use of maps relating to travel needs.

CR-10 To recognize time zone boundaries and understand the concept of daylight savings time.

CR-11 To request information on and make reservations for travel and overnight accommodations.

CR-12 To understand the public problems that are caused or alleviated by transportation.

CR-13 To understand driving regulations and courtesies.

Government And Law

GOAL: To promote an understanding of society through government and law and to be aware of governmental functions, agencies and regulations which define individual rights and obligations.

PERFORMANCE OBJECTIVES:

G&L-1 To develop an awareness of the structure and function of all levels of government.

G&L-2 To investigate the relationship between the individual citizen and the government.

G&L-3 To understand the relationship between the individual and the legal system.

G&L-4 To obtain a working knowledge of the various legal documents which the individual will need as a member of society.

G&L-5 To explore the relationship between government services and the American tax system.

Professional Bibliography

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Friere, Paulo. *Pedagogy of the Oppressed.* New York: Herder and Herder, 1972.

Gotsick, Priscilla; Moore, Sharon; Cotner, Susan and Flanery, Joan. *Information for Everyday Survival: What You Need and Where to Get It.* Chicago, IL: American Library Association, 1976.

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Mezirow, Jack; Darkenwald, Gordon G. and Knox, Alan B. *Last Gamble on Education: Dynamics of Adult Basic Education.* Washington, D.C.: Adult Education Association of U.S.A., 1975.

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Otto, Wayne; Peters, Charles W. and Peters, Nathanial. *Reading Problems: A Multidiciplinary Perspective.* Reading, MA: Addison-Wesley Publishing Company, 1977.

Potter, Thomas and Ral, Gwenneth. *Informal Reading Diagnosis: A Practical Guide for the Classroom Teacher.* Englewood Cliffs, NJ: Prentice-Hall, 1973.

Robbins, Edward L. *Tutors Handbook.* Washington, D.C.: U.S. Office of Education, 1972.

Smith, E. Brooks; Goodman, Kenneth S. and Meredith, Robert. *Language and Thinking in School.* 2nd ed. New York: Holt Rinehart and Winston, 1976.

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Steele, Sara M. and Brack, Robert E. *Evaluating the Attainment of Objectives in Adult Education: Process, Properties, Problems, Prospects.* Syracuse, NY: Syracuse University Publications in Continuing Education, 1973.

Vonderharr, Kathleen; Mocker, Donald; Leibert, Robert and Maass, Vera. *Tests for Adult Basic Education Teachers.* Kansas City, MO: Center for Resource Development in Adult Education, School of Education, University of Missouri, 1975.

Wilson, Robert M. and Barnes, Marcia M. *Survival Learning Materials: Suggestions for Developing.* York, PA: String Publishing Company, 1974.

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Publishers' Address List

Action for Independent Maturity
6491 N. Sherman Drive
Indianapolis, IN 46220

AIMS Instructional Media Services, Inc.
P.O. Box 1010
Hollywood, CA 90028

Addison-Wesley Publishing Company, Inc.
106 W. Station St.
Barrington, IL 60010

Adult Education Resource Center
Montclair State College
Upper Montclair, NJ 07043

Aetna Life and Casualty Insurance
Farmington Ave.
Hartford, CT 06115

Allyn and Bacon, Inc.
Rockleigh, NJ 07647

American Association of Retired Persons
National Retired Teachers Association
215 Long Beach Blvd.
Long Beach, CA 90801

American Auto Association
1712 6th St., NW
Washington, D.C. 20006

American Dental Association
211 E. Chicago Ave.
Chicago, IL 60611

American Education Publications
Education Center
Columbus, OH 43216

American Federation of Labor
815 16th St.
Washington, D.C. 20006

American Medical Association
535 N. Dearborn St.
Chicago, IL 60610

American Telephone and Telegraph Company
195 Broadway, Room 2038A
New York, NY 10007

Ann Arbor Publishers
610 Forest St.
Ann Arbor, MI 48104

Attorney General of Indiana
Consumer Protection Division
219 State House
Indianapolis, IN 46204

Audio Visual Center
Indiana University
Bloomington, IN 47401

Audio Visual Services
Kent State University
Kent, OH 44242

Audio Visual Center
Oklahoma State University
Stillwater, OK 74074

Audio Visual Services
Porter Building
University of Kentucky
Lexington, KY 40506

Better Business Bureau of Austin
404 Littlefield Building
Austin, TX 78701

Betty Crocker Film Library
9200 Film Center
P.O. Box 1113
Minneapolis, MN 55440

Cambridge Book Company
488 Madison Ave.
New York, NY 10022

Cannon Mills
P.O. Box 107
Kannapolis, NC 28081

Center for Information on America
P.O. Box 3
Washington, CT 06793

Changing Times Education Service
1729 H St., NW
Washington, D.C. 20006

Channing L. Bete Company, Inc.
45 Federal St.
Greenfield, MA 01301

College Entrance Examination Board
888 Seventh Ave.
New York, NY 10019

Connecticut General Life Insurance Company
900 Cottage Grove Road
Bloomfield, CT 06002

Consumer Information
Public Documents Distribution Center
Pueblo, CO 81009

Consumer Services Division
Indiana Department of Insurance
509 State Office Building
100 N. Senate Ave.
Indianapolis, IN 46204

Consumer Union of United States, Inc.
256 Washington St.
Mount Vernon, NY 10550

Cooperative Extension Service
Mailing Room
Agricultural Administration Building
Purdue University
West Lafayette, IN 47907

Coronet Films
65 E. South Water St.
Chicago, IL 60611

Dairy Council, Inc.
50 S. Parker
Indianapolis, IN 46201

Dairy Council of Northern Indiana, Inc.
South Bend, IN 46624

Dairy and Food Nutrition Council of the Southeast, Inc.
Evansville, IN 47708

Dairy Council, Inc.
Fort Wayne, IN 46802

David McKay Company, Inc.
750 3rd Ave.
New York, NY 10016

Division of Adult Services
Department of Community College
State Board of Education
Raleigh, NC 27611

Division of Home Economics
Department of Vocational and Technical Education
University of Illinois
Urbana, IL 61801

Doubleday and Company
Garden City, NY 11530

Dynamic Films, Inc.
330 W. 58th St.
New York, NY 10019

Educational Development Laboratory (EDL)
Division of McGraw-Hill Book Company
New York, NY 10020

Educational Resources
Division of Educational Design, Inc.
47 W. 13th St.
New York, NY 10011

Electric Energy Association
90 Park Ave.
New York, NY 10016

Encyclopedia Britannica Films
425 N. Michigan Ave.
Chicago, IL 60611

Ethel Percy Andrus Gerontology Center
Office of Publications and Media Projects
University of Southern California
University Park
Los Angeles, CA 90007

Eye Gate House
146-01 Archer Ave.
Jamaica, NY 11435

Family Services Association of America
44 E. 23rd St.
New York, NY 10010

Farnsworth Publishers, Inc.
78 Randall Ave.
Rockville, NY 11570

Fearon Publishers
Education Division
6 Davis Drive
Belmont, CA 94002

Field Educational Publications, Inc.
2400 Hanover Ave.
Palo Alto, CA 94304

Finney Company
3350 Gorham Ave.
Minneapolis, MN 55426

Follett Publishing Company
1010 W. Washington Blvd.
Chicago, IL 60607

Frank E. Richards Publishing Company, Inc.
324 First St.
Liverpool, NY 13088

Franklin Watts, Inc.
730 Fifth Ave.
New York, NY 10019

Globe Book Company, Inc.
175 Fifth Ave.
New York, NY 10010

Good Reading Rack Service
230 W. 41st St.
New York, NY 10036

Grolier Educational Corporation
845 Third Ave.
New York, NY 10022

Grossett & Dunlap, Inc.
51 Madison Ave.
New York, NY 10010

Harper and Row Publisher
10 E. 53rd St.
New York, NY 10022

Hawkes Publishing, Inc.
Educational Division
3775 S. 500 W., Box 15711
Salt Lake City, UT 84115

Hawthorn Books, Inc.
260 Madison Ave.
New York, NY 10016

Health Insurance Institute
277 Park Ave.
New York, NY 10017

H.J. Heinz Company
Box 57
Pittsburgh, PA 15230

Hobbs, Dorman and Company, Inc.
52 Vanderbilt Ave.
New York, NY 10017

Home Economics Instructional Materials Center
Texas Tech University
Lubbock, TX 79409

Human Resources Center
Searingtown Road
Albertson
Long Island, NY 15507

Human Resources Research Organization
300 N. Washington St.
Alexandria, VA 22314

Indiana Department of Public Instruction
Division of Adult and Community Education
3833 N. Meridian St.
Indianapolis, IN 46208

Indianapolis Chamber of Commerce
Community Information Department
320 N. Meridian St., 9th Floor
Indianapolis, IN 46204

Indianapolis Power & Light Company
25 Monument Circle
Indianapolis, IN 46204

Institute for Life Insurance
277 Park Ave.
New York, NY 10017

Interpretive Education
400 Bryant St.
Kalamazoo, MI 49001

J.B. Lippincott Company
East Washington Square
Philadelphia, PA 19105

J.C. Penney Company
Educational Relations
1301 Avenue of the Americas
New York, NY 10019

John Day Company, Inc.
666 Fifth Ave.
New York, NY 10019

Johnson and Johnson
Consumer Services Department
New Brunswick, NJ 08908

Journal Films, Inc.
909 W. Diversey Parkway
Chicago, IL 60614

Kiwanis International
101 E. Erie St.
Chicago, IL 60611

Laidlaw Brothers
Division of Doubleday Co., Inc.
River Forest, IL 60305

Lancaster Lebanon
1383 Arcadia Road
Lancaster, PA 17604

Lancaster-Lebanon Intermediate Unit
110 Enterprise Road
East Petersburg, PA 17520

Latin American Family
Education Program
640 Jefferson St.
Gary, IN 46402

Learning Trends
175 Fifth Ave.
New York, NY 10010

Legal Services Organization of Indianapolis, Inc.
Community Legal Education Project
107 N. Pennsylvania — Suite 300
Indianapolis, IN 46204

Ludington News Company, Inc.
(Signet Books)
1600 E. Grand Blvd.
Detroit, MI 48211

MIT Press
28 Carleton St.
Cambridge, MA 02142

Macmillan, Inc.
966 Third Ave.
New York, NY 10022

Mafex Media Aids, Inc.
90 Cherry St.
Johnstown, PA 15902

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020

McGraw-Hill Book Company
Gregg/Community College Division
Manchester Road
Manchester, MO 63011

McIntyre Productions, Inc.
3827 Main St.
Kansas City, MO 64111

Media Materials, Inc.
409 W. Cold Spring
Baltimore, MD 21210

Mental Health Program
Morehead State University
Morehead, KY 40351

Metropolitan Life Insurance Company
Dept. Q-45
One Madison Ave.
New York, NY 10010

Money Management Institute
Household Finance Corporation
Prudential Plaza
Chicago, IL 60601

National Association of Manufacturers
Marketing Committee
277 Park Ave.
New York, NY 10017

National Audio Visual Center
National Archives and Records Service
Washington, D.C. 20409

National Council on Aging
1120 Connecticut Ave., NW
Washington, D.C. 20036

National Dairy Council
6300 North River Road
Rosemont, IL 60018
(See also Dairy Council listings for local office)

National Education Association
1201 16th St., NW
Washington, D.C. 20036

National Fire Protection Association
470 Atlantic Ave.
Boston, MA 02110

National Foundation March of Dimes
1275 Mamaroneck Ave.
White Plains, NY 10605

National Medical Audiovisual Center
(Annex) Film Dist.
Chamblee, GA 30005

National Tuberculosis and Respiratory Diseases
1740 Broadway
New York, NY 10019

National University Extension Association
1820 Massachusetts Ave., NW
Washington, D.C. 20036

New Jersey Bell
Personnel Department
Room 905
540 Broad St.
Newark, NY 07101

New Readers Press
Division of Laubach Literacy International
Box 131
Syracuse, NY 13210

New York Health Insurance Institute
277 Park Ave.
New York, NY 10017

New York Life Insurance Company
Box 51
Madison Square Station
New York, NY 10010

New York State Department of Labor
2 World Trade Center
New York, NY 10047

The New York Times
Teaching Resource Films
(Local Representative)
Donovan Audio Visual Services, Inc.
3512 Rockville Road — Suite 163-D
Indianapolis, IN 46222

Noble and Noble, Inc.
750 Third Ave.
New York, NY 10017

Oceana Publications, Inc.
Dobbs Ferry, NY 10522

Oxford Book Company
11 Park Place
New York, NY 10007

PAR Incorporated
Abbot Park Place
Providence, RI 02903

Personal Development Institute
Morehead State University
Morehead, KY 40351

Pharmaceutical Manufacturing Association
1155 15th St., NW
Washington, D.C. 20005

Play School Association, Inc.
120 W. 57th St.
New York, NY 10019

Pocket Books
630 Fifth Ave.
New York, NY 10020

Pocket Counsel Books
Factress Press
2900 Queen Lane
Philadelphia, PA 19129

Portal Press
Midwest and Southern Division
Gladiola Ave.
Momence, IL 60954

The President's Committee on Employment
of the Handicapped
1111 20th St., NW
Washington, D.C. 20210

Public Affairs Pamphlets
381 Park Ave., S.
New York, NY 10016

Regents Publishing Company, Inc.
2 Park Ave.
New York, NY 10016

Relevant Productions, Inc.
319 Gulf Blvd.
P.O. Box 68
Indian Rocks Beach, FL 33535

Retirement Living Magazine
150 E. 58th St.
New York, NY 10022

"Right to Read" Center
University of Maine
Portland-Gorham
Gorham, ME 04038

Running Press
38 S. 19th St.
Philadelphia, PA 19103

Rutgers State University
Graduate School of Education
Department of Vocational-Technical Education
4103 Kilmer Campus
New Brunswick, NJ 08903

SRA — Science Research Association
259 E. Erie St.
Chicago, IL 60611

Sears, Roebuck & Company
Consumer Information Services Department
703 — Public Relations
Chicago, IL 60684

SIECUS (Sex Information and Education Council of the United States) Publications
Human Sciences Press
72 Fifth Ave.
New York, NY 10011

Shell Oil Corporation
1 Shell Plaza
Houston, TX 77001

Simon and Schuster
630 Fifth Ave.
New York, NY 10020

Snelling and Snelling
824 Fifth Ave.
Huntington, WV 25701

Southwestern Publishing Company
5101 Madison Road
Cincinnati, OH 45227

Special Service Supply
Box 705
Huntington, NY 11743

Steck-Vaughn Company
P.O. Box 2028
Austin, TX 78767

Taxpayer Service Division
Internal Revenue Service
Washington, D.C. 20224

Teaching Tools for Consumer Education
256 Washington St.
Mt. Vernon, NY 10550

Texas A & M University
Agriculture Extension Service
College Station, TX 77840

Troll Associates
320 Route 17
Mahwah, NJ 07430

USDA
Food and Nutrition Service
Washington, D.C. 20250

USDA
Federal Extension Service
Washington, D.C. 20201

U.S. Department of Health, Education and Welfare
Office of Child Development
Donohoe Building
330 Independence Ave., SW
Washington, D.C. 20201

U.S. Department of Health, Education and Welfare
National Institute of Health
Bethesda, MD 20014

U.S. Department of Health, Education and Welfare
Office of Human Development
Administration on Aging
330 Independence Ave.
Washington, D.C. 20201

U.S. Department of Health, Education and Welfare
Social and Rehabilitation Service
Washington, D.C. 20201

U.S. Department of Labor
Bureau of Labor Statistics
1515 Broadway
New York, NY 10036

U.S. Department of Labor
Manpower Administration
Washington, D.C. 20210

U.S. Government Printing Office
Washington, D.C. 20402

Universal Publishing and Distributing Company
235 E. 45th St.
New York, NY 10017

Veterans Administration
Central Office Film Library
Audio Visual Service
Administrative Services
Washington, D.C. 20420

Visual Materials, Inc.
2549 Middlefield Road
Redwood City, CA 94063

Westinghouse Learning Corporation
100 Park Ave.
New York, NY 10017

Wilshire Book Company
1201 Sherman Road
North Hollywood, CA 90028

Woodbridge Press Publishing Company
P.O. Box 6189
Santa Barbara, CA 93111

Xerox Education Publications
1250 Fairwood Ave.
Columbus, OH 43216

*Note: Local sales representatives for some of these companies may be found in the publishers list in the *Indiana School Directory*.

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The set of report forms will be distributed at a later date.